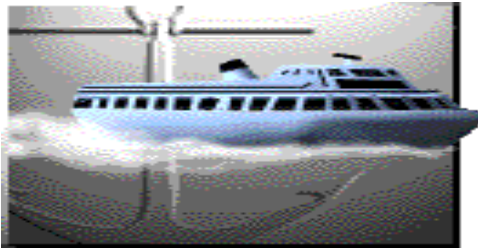


# **Learning, Leading, and Lighting the Way: Applying the Pedagogy of Gifted Education To Total School Improvement**

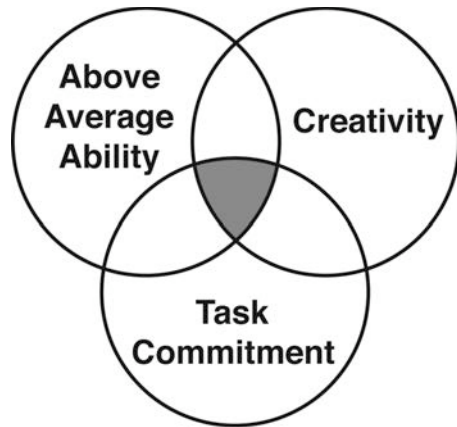
Joseph S. Renzulli  
The University of Connecticut



<http://www.gifted.uconn.edu/sem/>

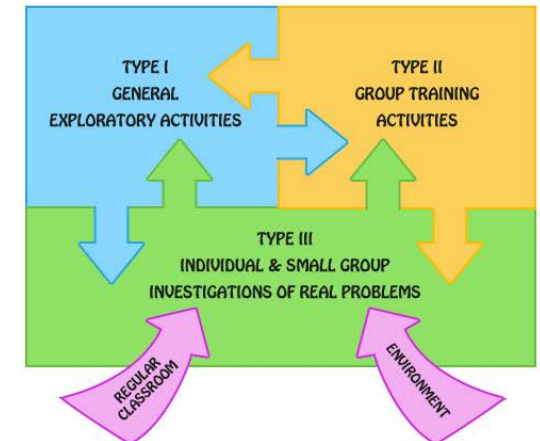
# The Theoretical & Research Background for SEM and RLS

## The 3-Ring Conception of Giftedness



[1970s]

## The Enrichment Triad Model



[1980s]

The Schoolwide  
Enrichment Model  
(SEM)

<http://www.gifted.uconn.edu/sem>

### Our Mission:

**Applying the pedagogy of gifted education to enrichment opportunities for all students.**

[1990s]

The Renzulli Learning  
System

<http://www.renzullilearning.com>

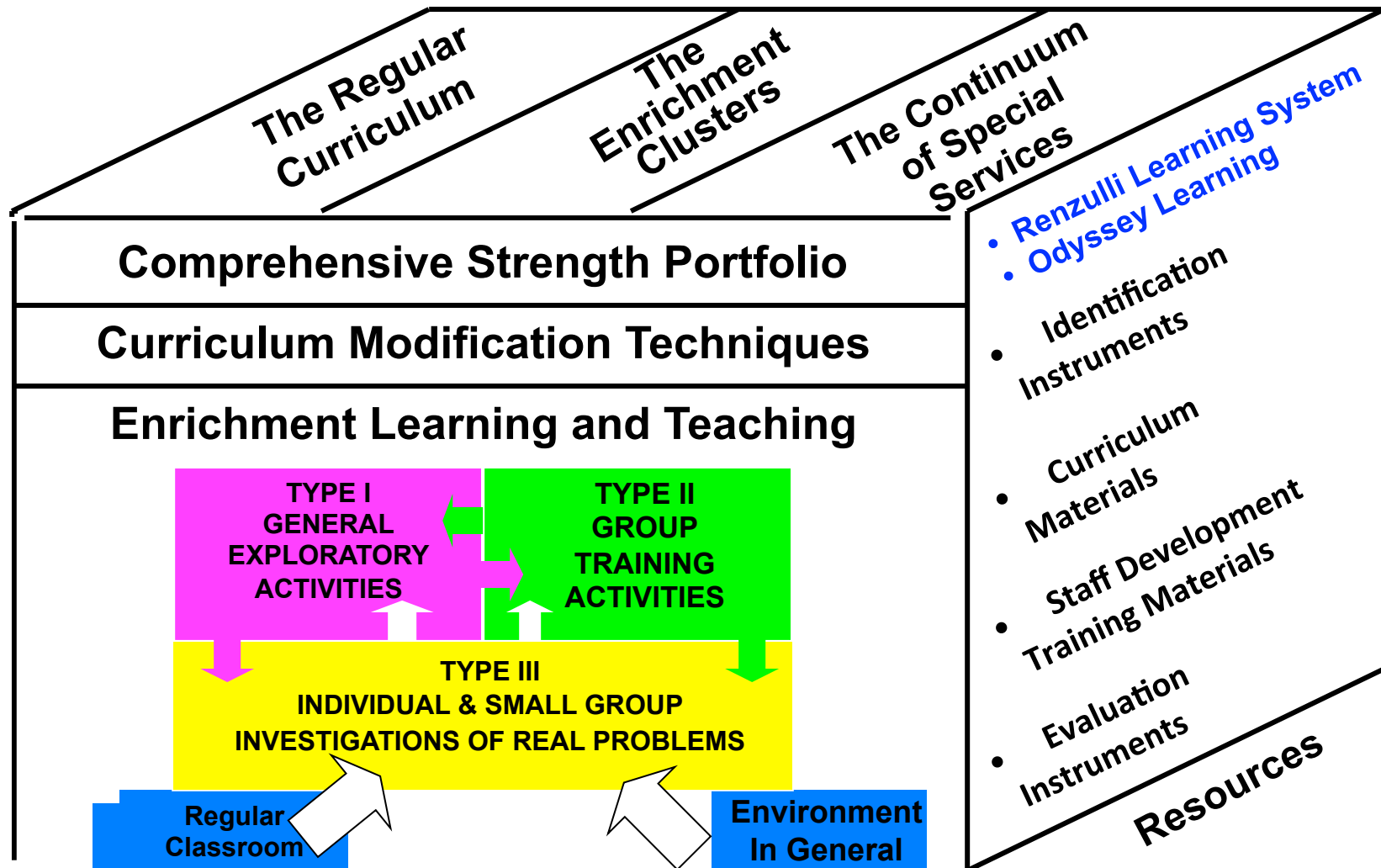
### Theme:

**A rising tide lifts all ships**

# The Schoolwide Enrichment Model

Joseph S. Renzulli & Sally M. Reis

## School Structures



## Service Delivery Components

[www.gifted.uconn.edu](http://www.gifted.uconn.edu)

# Goals

Enjoyment

Engagement

Enthusiasm For Learning

## The Three Trillion Dollar Misunderstanding -- We've tried everything to close the achievement gap...

Smaller Schools  
Year Round Schools  
Longer School Day/Year (Seat time)  
Single Sex Classes  
After School "Mentoring"  
School Uniforms  
Vouchers  
Charter Schools  
School-Business Partnerships  
Magnet Schools  
Tracking  
Detracking  
Mastery Learning  
Looping  
Competency Based Learning  
Professional Learning Communities

Distributive Leadership  
Site Based Management  
State Dept. of Educ. Takeovers  
Pay For Performance  
Students  
Teachers  
Parents  
Takeovers By Mayors  
Data-Based Decision Making  
Brain Based Curriculum (!)  
Career Academies  
Data Driven Instruction  
Constituency Building  
Benchmarking  
Common Core Standards  
Proficiency Based Learning

Changing structures rarely alter **classroom practice**, and there is no evidence that the new structures lead to more student achievement or engagement in learning.

**New kids on the block**

Research shows that the achievement gap continues to widen, the U. S. is falling further behind other industrialized countries, and scores at the top are falling (See *Mind the Other Gap*, Plucker, et al.)

It's all about enjoyment which leads to engagement, which leads to higher achievement – and we have the research to prove it!

## Teachers' Time, Staff Development for Delivery of Skills

### The Educators Dilemma: Initiative Overload



# Why aren't you differentiating?



# Outline

1. Replacing The Turkey We're Stuck With:  
A Counter Intuitive Approach To  
Addressing The Achievement Gap (We  
Must Stop Investing In *Failed* Approaches!)

Farming looks mighty easy  
when your plow is a pencil, and  
you're a thousand miles from a  
cornfield.

Dwight D. Eisenhower  
34th U.S. President

2. The Underlying Theory And a Few  
Practical Applications

He who loves practice  
without theory is like the  
sailor who boards a ship  
without a rudder and  
compass, and never knows  
where he may land.

Leonardo da Vinci

3. The Role of Technology In Real and  
Sustainable Change

*"Its like having a dozen  
teaching assistants in your  
classroom, every day, all  
day."*

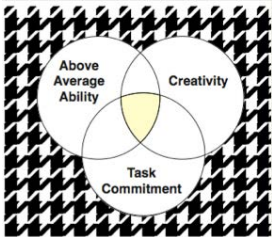
Teacher in the Renzulli  
Learning Research Study



# The Three Part Focus of Our Research and The Practical Core of Our Work

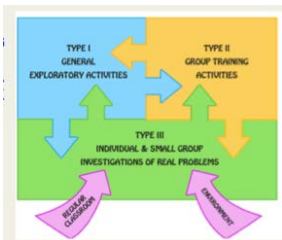
The Big Five

## Part 1. Assessment



- Academic Strength Assessment (Achievement Tests + SRBCSS)
- Interest Assessment (I-A-L)
- Learning Styles Assessment (LSI)
- Expression Styles Assessment (My Way)
- Assessment of Co-cognitive Functions (Leadership & Other Executive Functions)

## Part 2. Services To Students



- Curriculum Modification For High Achieving Students
- General Enrichment Opportunities For All Students
- Advanced Enrichment For Targeted Students
- Internet Based Enrichment Resources

## Part 3. Technology Delivery System



Individualized Strength Assessment



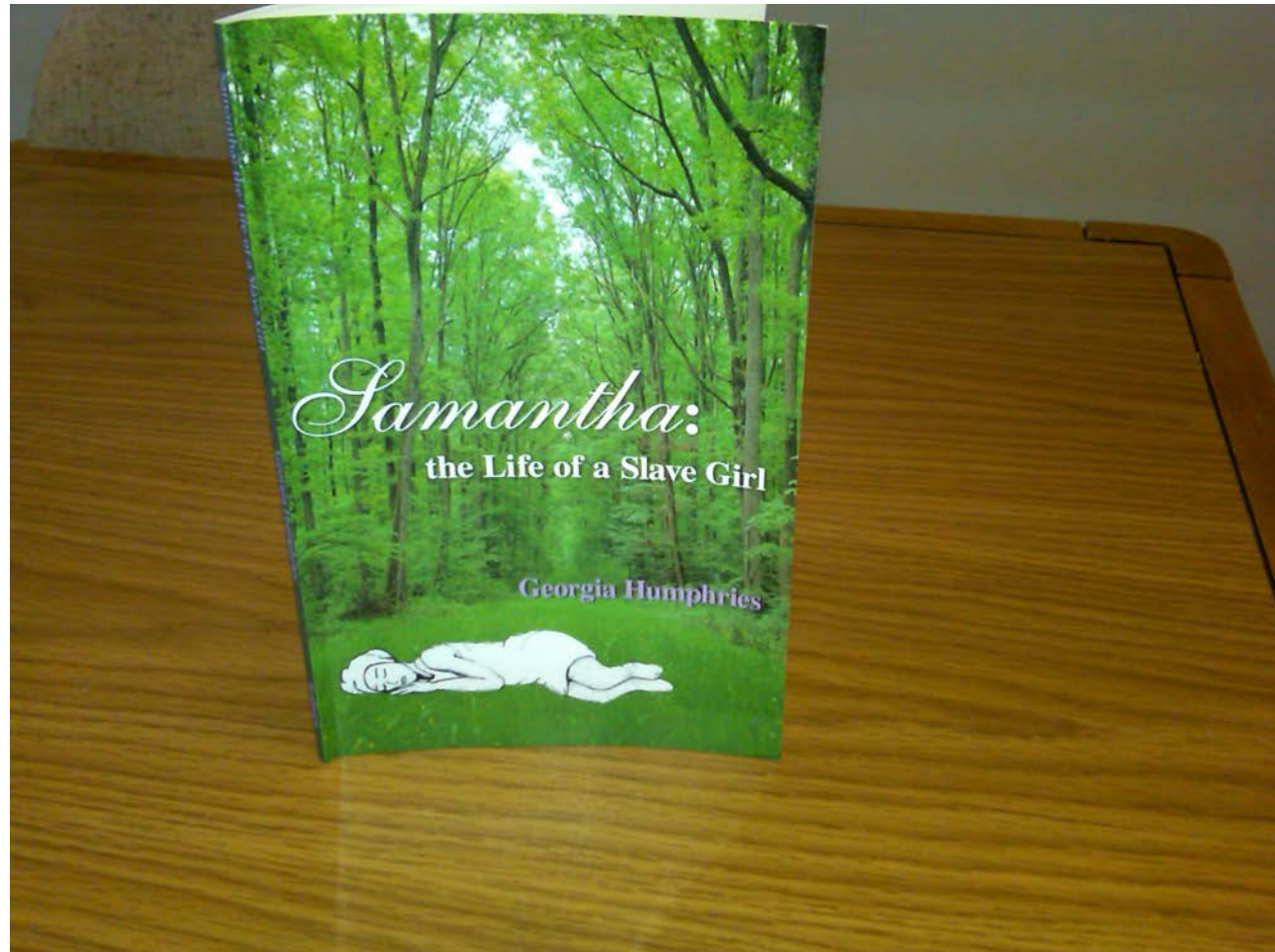
Resource Matching Search Engine

Parts 1 and 2 can only be delivered effectively with the use of *appropriate theory based* technology

**A Tale of 2 Schools #1 Bell Academy in Queens, NYC**

**Nothing  
happens  
unless first a  
vision.**

**Carl  
Sandberg**





Join Samantha on her journey to the North where freedom awaits her. Being kept a secret for most of her life is hard until someone she trusts betrays her. Once somebody rescues her from slavery, how does she avoid getting caught and enslaved again?



Georgia Humphries was born in New York City in the summer of 1998. Ever since she could hold a crayon in her tiny hands, Georgia has been drawing and writing short stories. Upon her graduation from elementary school in June 2009, she received the Award for Writing; the Award for Art, and the Award for Creative Expression. Georgia is currently settling into Middle School and working on her next book.

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P.O. Box 2085  
Astoria NY 11102  
[www.seaburn.com](http://www.seaburn.com)

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- Teens (1)
- Business & Investing (1)

Format

- Paperback (7)
- Hardcover (8)

Author

- John Hope Franklin (1)
- Tobias George Smollett (1)

Language

- English (20)

International Shipping

Amazon Global International Shipping

Shipping Option

Free Super Saver Shipping

Promotion

- 4-for-3 Books (1)
- Bargain Books (1)

Avg. Customer Review

- ★★★★★ & Up (7)
- ★★★★☆ & Up (7)
- ★★★☆☆ & Up (7)
- ★★☆☆☆ & Up (7)

Condition

- New (13)
- Used (11)
- Collectible (2)

Availability

Books > "georgia humphries"

Showing 1 - 12 of 23 Results

Format

**Paperback** (7)      **Hardcover** (8)

1. **Our Mammy, Her Songs, by Georgia B. Redfield; Illustrated by Malcolm T. Jewett** by Georgia B. Redfield



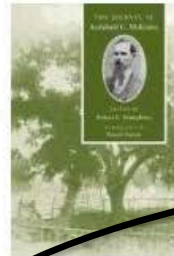
Formats	Price	New	Used
Hardcover			\$172.50

2. **Georgia descendants of Nathaniel Pope of Virginia : John Humphries of South Carolina, and his family (1934)**



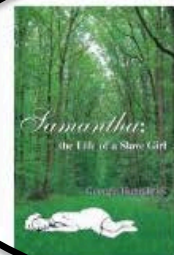
Formats	Price	New	Used
Unknown Binding	Currently unavailable		

3. **The Journal of Archibald C. McKinley** by Archibald C. McKinley (May 1, 1991)

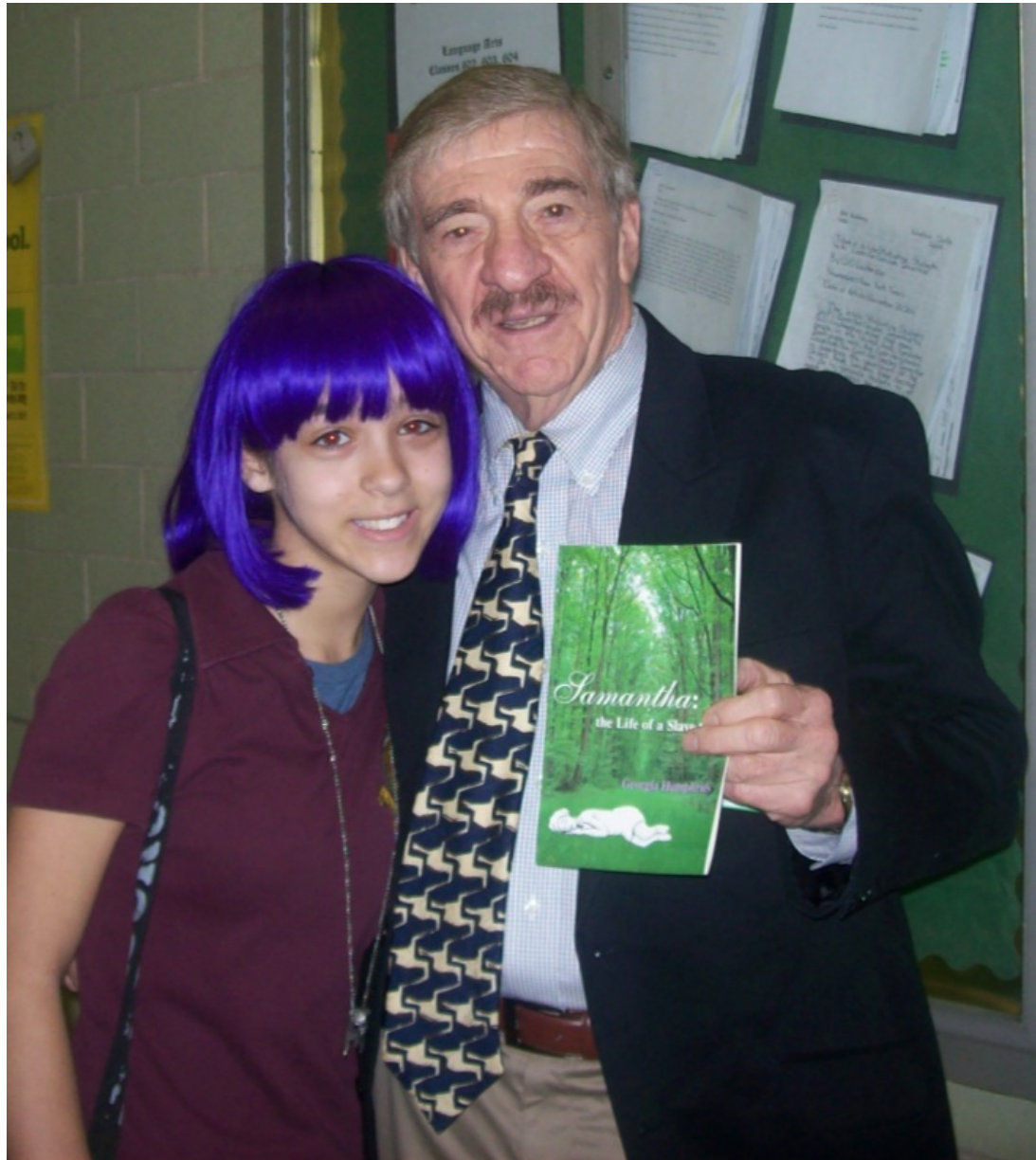


Formats	Price	New	Used
<b>Paperback</b> Usually ships in 7 to 13 days Eligible for FREE Super Saver Shipping.	<b>\$24.95</b>	\$24.94	
<b>Hardcover</b> Usually ships in 11 to 13 days Eligible for FREE Super Saver Shipping.	<b>\$44.95</b>	\$1.10	\$1.15

4. **Samantha, the Life of a Slave Girl** by Georgia Humphries (Sep 15, 2009)



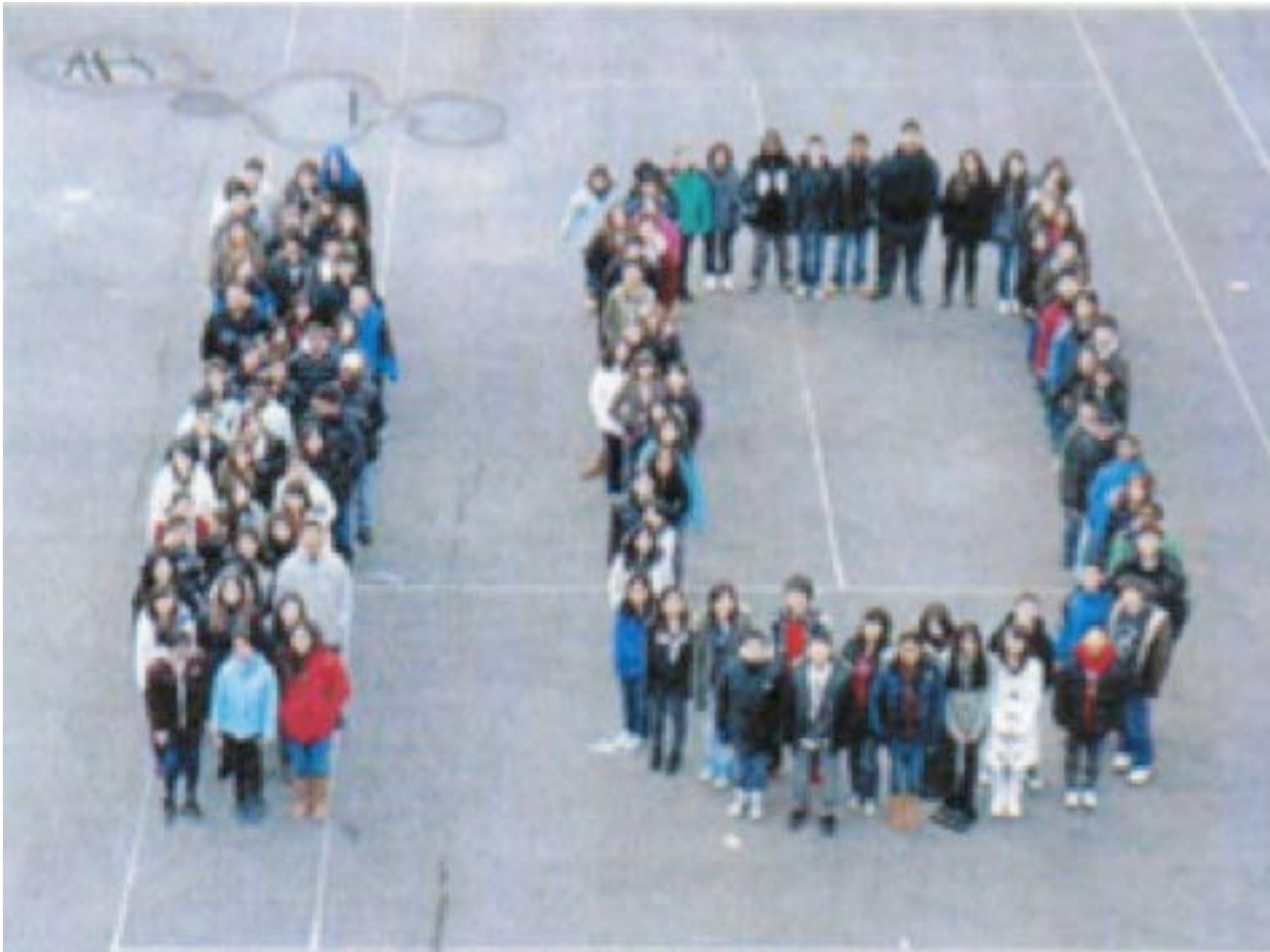
Formats	Price	New	Used
<b>Paperback</b> Order in the next 7 hours to get it by Monday, Mar 12. Only 4 left in stock - order soon. Eligible for FREE Super Saver Shipping.	<b>\$7.99</b>	\$2.00	



## **Relationship With the General School Program**

### **Quick Visit to a SEM School**

**Graduating Class 2010  
Bell Academy  
M.S. 294  
Queens, NYC  
Cheryl Quatrano  
Principal**



# HIGH SCHOOL ACCEPTANCES 2009-2010

81% of the entire school Population took an Entrance exam for a private or specialized HS.

Of those students:

- 43% of the students *who took an entrance exam* were accepted to 1 or more of the schools of their choice.
  
- 28% of the students *who were eligible* to take the SHSAT were offered a placement.
  
- 100% of *General ed.* Students who took a private school exam were offered placement in 1 or more of their choices (95% of *all students who took a private school exam* were offered placement in 1 or more of their choices).
  
- 39% of General ed. Students who took a private school exam were offered a full scholarship, partial scholarship, or honors classes.
  
- **In 2010 Bell Academy had more students admitted to the Bronx High School of Science than any other middle school in New York City.**



This Progress Report is for:	
SCHOOL	BELL Academy (25Q294)
PRINCIPAL	Cheryl Hatzidimitriou
ENROLLMENT	313
SCHOOL TYPE	MIDDLE
PEER INDEX	3.18

Progress Report Grade

# A

### What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

### How did this school perform?

- This school's overall score for 2009-10 is 78.9
- This school did better than 98% of all Middle schools citywide.

Category	Calculated Score	Category Grade
School Environment	10.3 out of 15	A
Student Performance	14.8 out of 25	B
Student Progress	42.5 out of 60	A
Additional Credit	11.5 (15 max)	
<b>Overall Score</b>	<b>78.9 out of 100</b>	<b>A</b>

### How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score of 62.1 or higher receive a letter grade of A.
- 25.1% of schools earned an A in 2009-10

### Middle Table - Overall Grades

Grade	Score range	City summary
A	62.1 or higher	25.1% of schools
B	42.6 - 62.0	35.1% of schools
C	30.6 - 42.5	34.2% of schools
D	18.6 - 30.5	0% of schools
F	18.4 or lower	0.9% of schools

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year. Further, schools with top quartile performance in ELA and Math cannot receive a grade lower than C.

### In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

#### School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

#### Student Performance

measures student skill levels in English Language Arts and Math.

#### Student Progress

measures middle student improvement from last year to this year in English Language Arts and Math.

#### Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how

### Quality Review Score

This school's most recent Quality Review score is: **Well Developed (2008-09)**

To see this school's Quality Review report, find the school's Web site at <http://schools.nyc.gov>, click 'Statistics' and scroll down to Quality Review Report.

### State Accountability Status

Based on its performance, this school's State accountability status is: **In Good Standing (2009-10)**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Please note the fine print at the top in the middle where it states that this school did better than 98% of middle schools in NYC.





**M.S. 294 BELL ACADEMY**  
**CLASS OF 2011**

From: Quatrano Cheryl (25Q294) [<mailto:CQuatrano@schools.nyc.gov>]  
Sent: Thursday, April 26, 2012 9:16 PM  
To: Renzulli, Joseph  
Subject: District Report

We are again the #1 middle school in District 25---actually we are the only middle school that received an A this year in the district. We also received the fourth highest overall score for middle schools in the entire borough of Queens.



# BELL Academy

MS 294

*Bayside Enrichment & Long-Distance Learning Academy*

18-25 212th Street, Bayside, New York 11360

Phone 718-428-0587/Fax 718-428-0237

Cheryl Quatrano-Hatzidimitriou, *Principal*

Catalina Marte, *Assistant Principal*

## HIGH SCHOOL ACCEPTANCES 2011

**58% of the students who took at least one entrance exam were offered a placement to 1 or more of the schools of their choice**

**33% of the students who took the SHSAT and LaGuardia auditions were offered a placement**

**100% of the students who took a private school exam were offered placement in 1 or more of their choices**

## SPECIALIZED HIGH SCHOOL ACCEPTANCES

<u>Accepted to</u>	<u>No. of Students</u>
<u>Stuyvesant High School</u>	1
<u>Bronx High School of Science</u>	4
<u>Brooklyn Technical High School.</u>	7
<u>High School for Science, Math &amp; Engineering at City College</u>	1
<u>Fiorello H. LaGuardia High School</u> 1 dance, 1 instrumental, 1 arts	3

## PRIVATE SCHOOL ACCEPTANCES

<u>St. Francis Preparatory High School</u>	14
<u>Holy Cross High School</u>	10
<u>ArchbishopMolloy</u>	8
<u>St. Mary's College Preparatory High School</u>	2
<u>Monsignor McClancy Memorial High School</u>	1
<u>The Taft School, Conn.</u>	1

## **PUBLIC SCHOOL MAIN ROUND ACCEPTANCES**




Intensive Academic Humanities, Townsend Hams 4  
Frank Sinatra School of the Arts, 2 Dance, 1 Drama 3  
Environmental Research and Technology, Bayside H.S. 12  
Humanities and Historical Research, Bayside H.S. 6  
International and Cultural Relations, Bayside H.S. 3  
Music Performance and Production, Bayside H.S. 1  
Computer and Web Design, Bayside H.S. 5  
Sports Medicine and Management, Bayside H.S. 7  
Digital Art and Design, Bayside H.S. 1  
Zoned, Bayside H.S. 5  
Math and Science Research, Francis Lewis H.S. 1  
University Scholars, Francis Lewis H.S. 1  
Zoned , Francis Lewis H.S. 14  
Flushing International H.S. 4  
Mentor Law and Humanities, Benjamin N. Cardozo H.S. 1  
Performance Dance, Benjamin N. Cardozo H.S. 1  
Zoned, Benjamin N. Cardozo H.S. 1  
Information and Technology High School 1  
Aviation Maintenance Technology, Aviation Career and Technical Education H.S. 1  
Theatre Arts Production Company School 1  
Introduction to Agriculture, John Bowne H. S. 1  
The High School For Language and Diplomacy 2  
The High School for Dual Language and Asian Studies 1  
Professional Performing Arts High School 1  
Robert F. Kennedy 1  
International High School at LaGuardia Community College 2  
Academy of Finance and Enterprise 1  
Medical and Health Scholars Academy , August Martin H.S. 1  
Pre-Engineering and Computer Technology, Newtown H.S. 1  
Queens Preparatory Academy 1  
Illustration and Graphic Design, The High School of Fashion Industries 1  
World Journalism Preparatory 1  
Queens School of Inquiry 1

**School:** BELL Academy (25Q294)  
**Principal:** Cheryl Hatzidimitriou  
**Address:** 18-25 212 STREET  
 QUEENS, NY 11360  
**Main Phone:** 718-428-0587  
**School Type:** Middle  
**Enrollment:** 305

For a translation of this overview, please visit  
 لتطلع على نسخة مترجمة لهذا الموجز، الرجاء زيارة الموقع الإلكتروني أدناه  
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<http://schools.nyc.gov/accountability/tools/report>

The NYC School Progress Report informs families about the school's strengths and weaknesses, emphasizing how far students have come in the past year. Progress Report grades are made up of three sections: student progress, student performance, and school environment. In each section, your school's results are compared to the results of other schools serving similar students. To view your school's Progress Report in detail, visit ARIS Parent Link at [arisparentlink.org](http://arisparentlink.org).


**Progress Report Grade**  
**A**

<p><b>Student Progress</b></p> <p><b>A</b></p> <p>35.1 out of 60 points</p> 	<p>The student progress grade is based on the <i>change in student scores</i> on state tests in English Language Arts and Math <i>between 2010 and 2011</i>, compared to other students in the City who started at the same levels.</p>
<p><b>Student Performance</b></p> <p><b>B</b></p> <p>12.9 out of 25 points</p> 	<p>The student performance grade is based on the results of students in your school on <i>2011</i> state tests in English Language Arts and Math.</p>
<p><b>School Environment</b></p> <p><b>A</b></p> <p>10.2 out of 15 points</p> 	<p>The school environment grade is based on <i>student attendance</i> and your school's <i>NYC School Survey</i>, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement.</p>
<p><b>Closing the Achievement Gap</b></p> <p>7.5 (15 points max)</p>	<p>Schools receive extra points if they make exceptional gains with students with disabilities, English Language Learners, and students with the lowest proficiency citywide.</p>

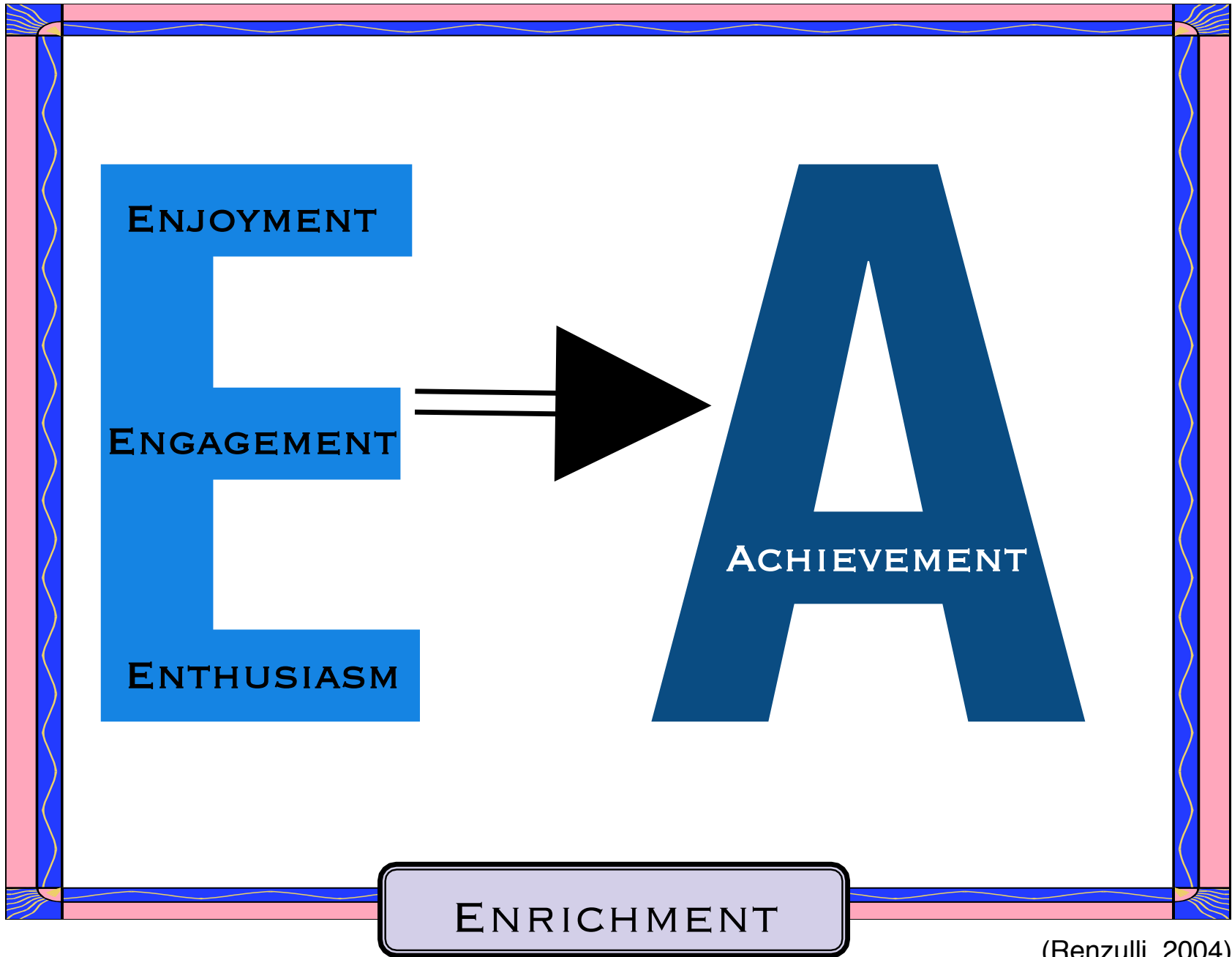
**Overall Grade**

**A**

65.7 out of 100 points



The overall grade is based on the total of all scores above.



(Renzulli, 2004)

**A Tale of 2 Schools #2 Renzulli Academy in Hartford, CT**



# National History Day

- Theme for 2011 - Debate and Diplomacy in History: Successes, Failures, and Consequences.



- Shaila, Natajiah and Grace placed first with their live performance on the Salem Witch Trials
- Marcus Washburn placed second with his video documentary on the 100-year reform in China.



- Marcus Washburn, Destiny Berry, Grace Graham, Amber Smith
- 3rd place, Group Documentary, Junior Division
- This group created a well-edited, informative documentary on the Meiji Restoration in Japan in the mid to late 1800s.



- Shaila Murdock,  
Natajiah Richardson,  
Iliana LaBoy
- 2nd place, Group  
Performance, Junior  
Division
- This group delivered  
a powerful  
performance  
outlining the  
adversity faced by  
many suffragists  
throughout the mid  
to late 1800s up until  
the 19th  
Amendment was  
secured in 1920.



- Michelle Blake
- Special Award:  
Outstanding Entry in  
Early American History  
Individual Exhibit,  
Junior Division
- Michelle constructed  
an exhibit focusing on  
the reactions  
surrounding the  
Boston Tea Party and  
how this event ignited  
the spark that would  
lead to revolution.



Larry wore his medal to school for an entire week after winning...



# Connecticut Invention Convention

- 100 schools and six-hundred seventy-five kindergarten through 8th grade students competed for more than 260 Invention Awards from across Connecticut.
- Two students from the [Renzulli Academy](#) were awarded the [Student Inventor Recognition](#); Shaila Murdock was awarded for her invention of the "Tech-Pet Timed Feeder" and Imanol Santana was recognized for his invention, the GCFLP.



# Science Fair

- Urvi, a Renzulli Fifth Grader, was a **winner at the School Level Science Fair** which advanced her to the District Science Fair.
- **Urvi placed third at the District Level Science Fair** and was awarded her trophy at the Connecticut Science Center with her family.



# Enrichment Clusters

*Are nongraded groups of students who share common interests and come together during specially designated time blocks to pursue these interests.*

**Renzulli & Reis**

# Accomplishments

- Students participated in Future Producers Academy (CT Public TV)
- National Geography Bee Participation
- Two State level winners at the Connecticut Invention Convention
- Students participated and placed in Columbus State University's Math Contests
- First and Second Place Winners at Regional National History Day Competition
- Appeared on Bill Cosby's OBKB
- District Level Science Fair Winner
- Students participated in New England Math League Competition
- Students participated in Capitol Squash
- Students were featured in an article in the Christian Science Monitor (August, 2011)
- **Highest CMT scores and gains within Hartford Public Schools**



*“... show me the data...”*

# **Research on Schoolwide Enrichment and the Renzulli Learning System**

# *Successful Learning Communities Where Schoolwide Enrichment is Used*

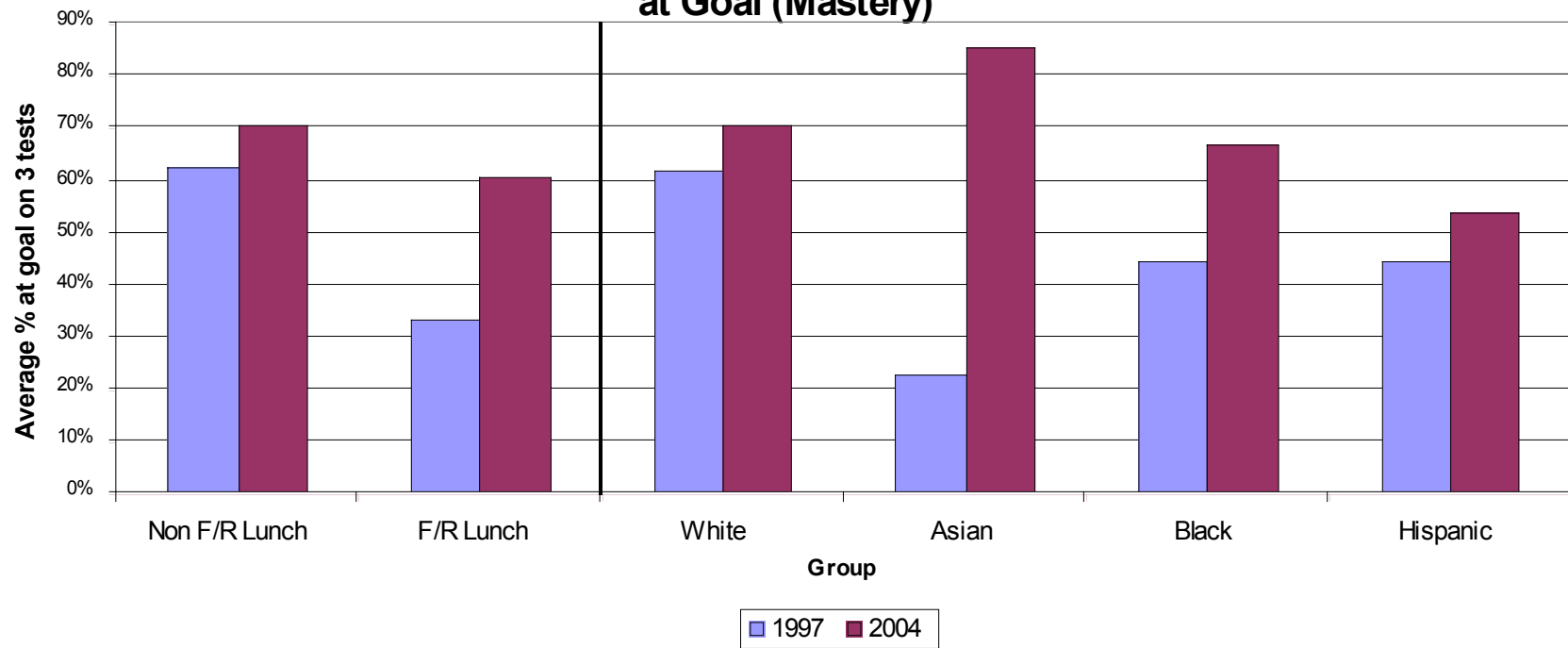


Charter Oak Academy of Global Studies  
West Hartford, Connecticut  
**Margaret Beecher, Principal**

**School Goal: To reduce the achievement gap and effectively address disparity among groups of learners, 80% of students who perform below goal will make 1.5 years growth in Mathematics and Reading and will progress 2 points on the holistic scoring scale in Writing.**

# Demonstrated academic growth ...

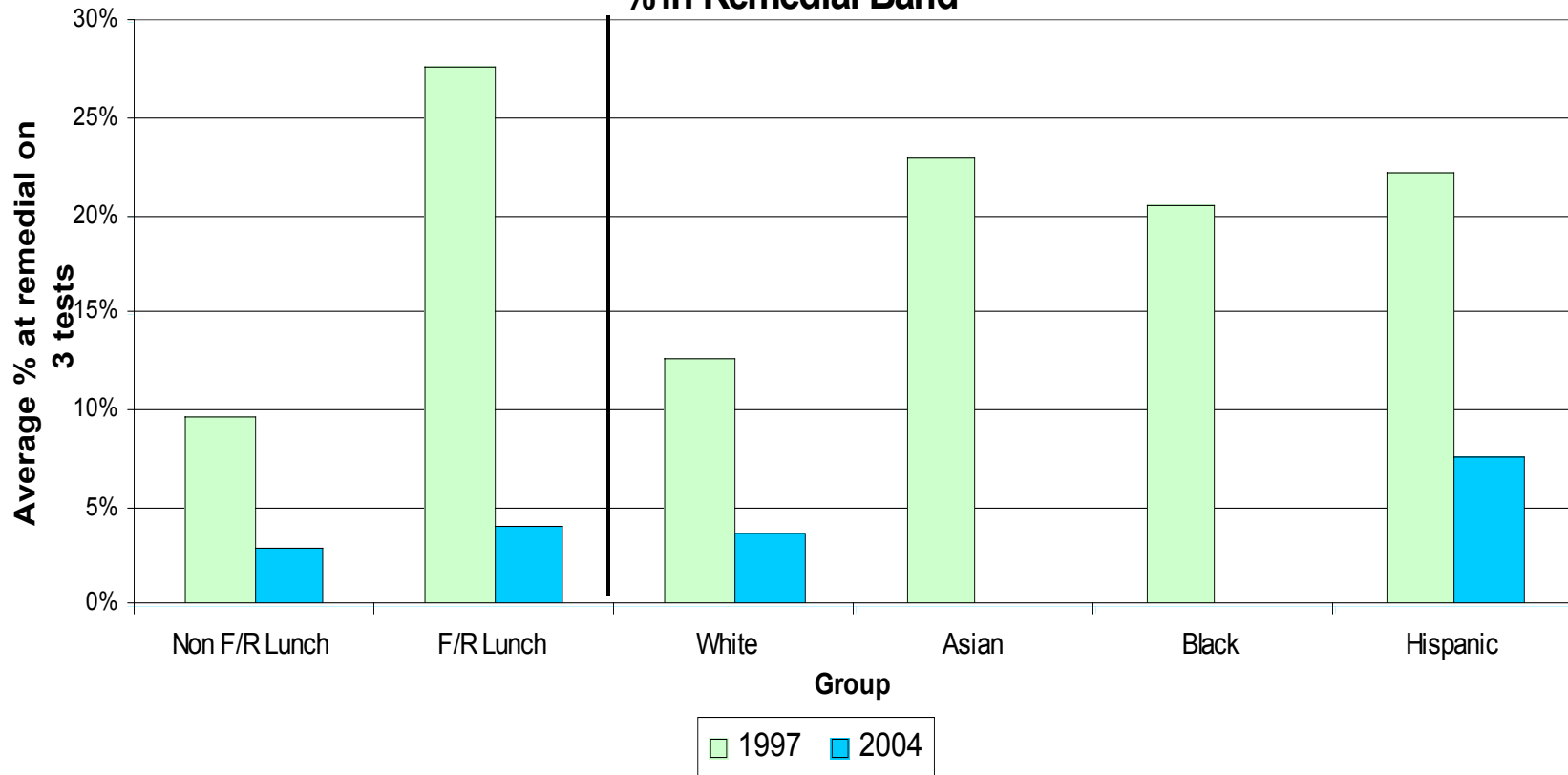
## 1997 & 2004 Grade 4 Charter Oak Connecticut Mastery Test Results at Goal (Mastery)



... at all performance levels

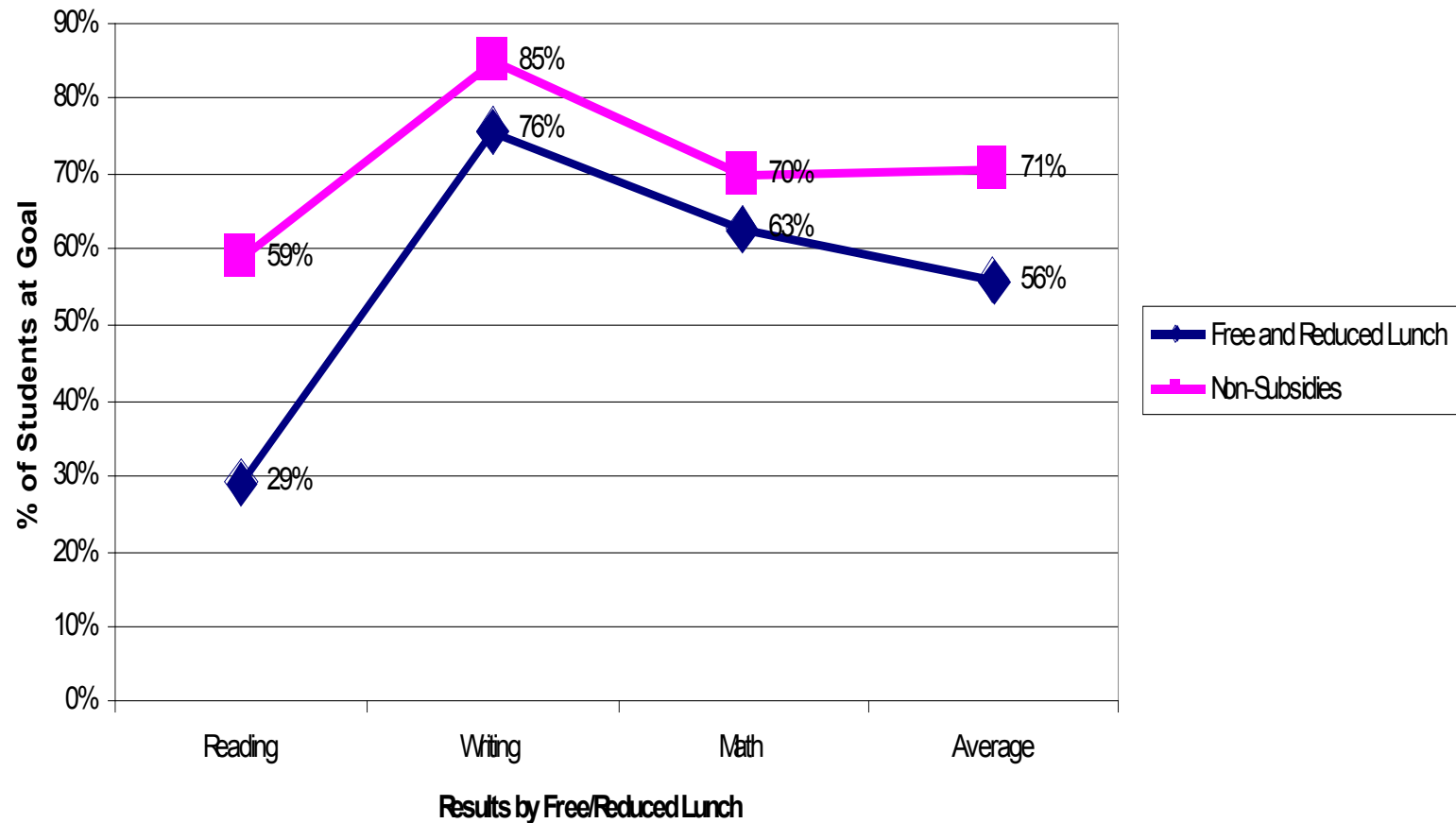
### 1997 & 2004 Grade 4 Charter Oak CMT Results

% in Remedial Band



# Achievement Gap Reduction

Achievement Gap Based on 2004 State Assessments in Reading, Writing & Mathematics

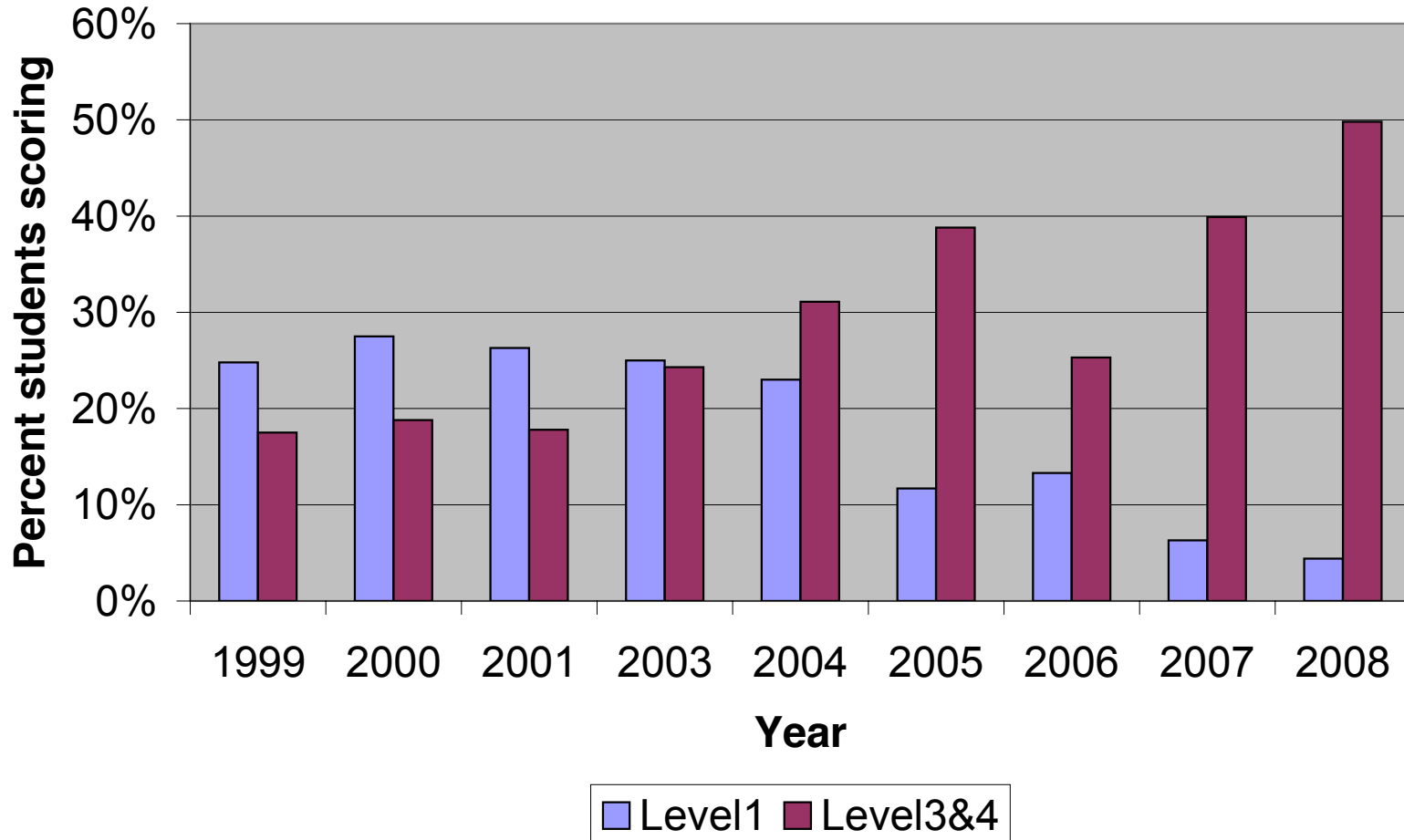


**P.S./M. S. 188**  
**The Island School**  
**Lower Manhattan**  
**Dr. Barbara Slatin**  
**Principal**



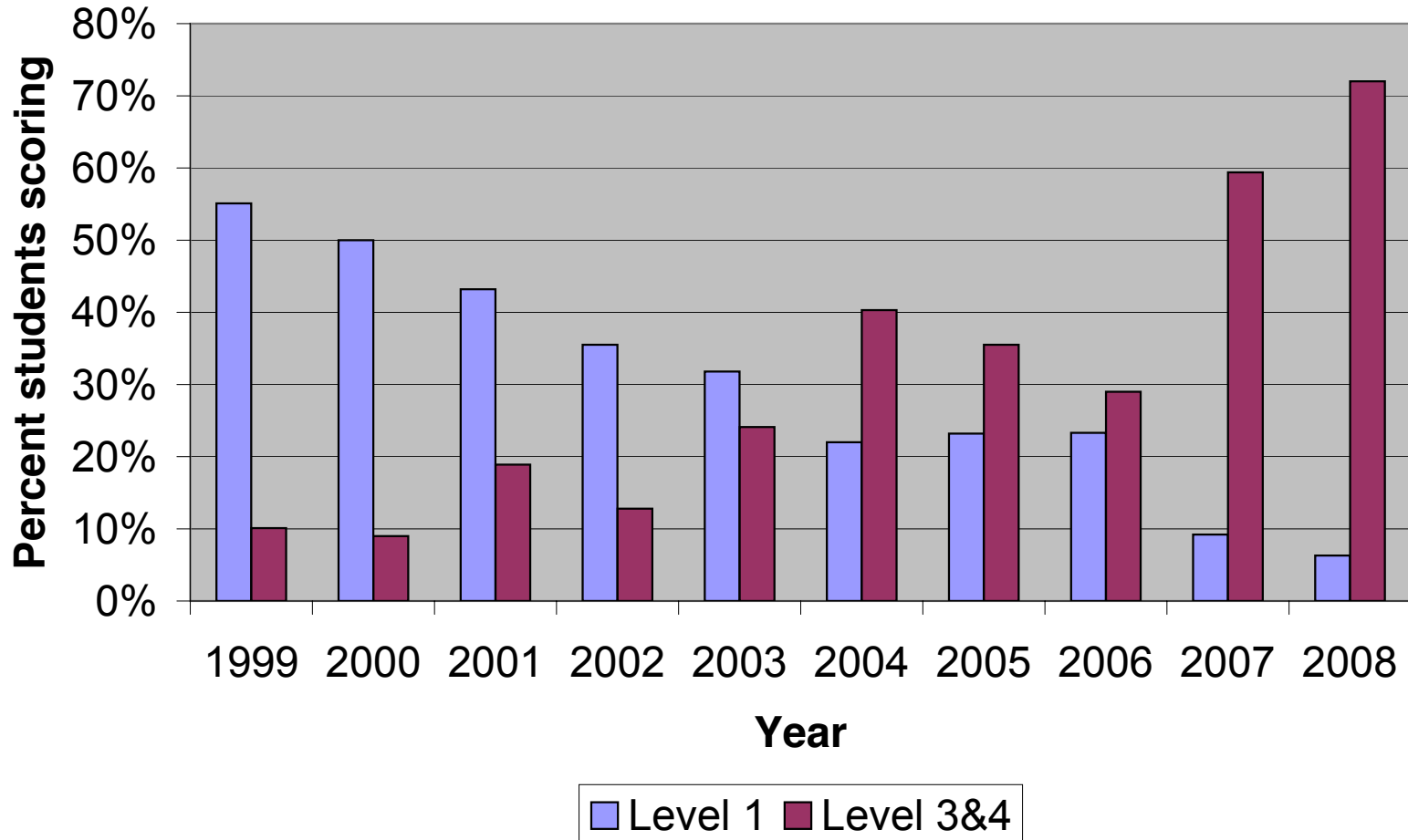
**P.S./M. S. 188  
The Island School  
Lower Manhattan  
Dr. Barbara Slatin  
Principal**

### **NYS ELA 1999-2008**



P.S./M. S. 188  
The Island School  
Lower Manhattan  
Dr. Barbara Slatin  
Principal

### NYS Math 1999-2008







# New York City Department of Education

## Progress Report 2006-07

K-8

### This Progress Report is for:

SCHOOL **PS 188 THE ISLAND SCHOOL (101188)**  
 PRINCIPAL **BARBARA SLATIN**  
 ENROLLMENT **430**  
 SCHOOL TYPE **K-8**  
 PEER INDEX **79.05**

### Your School's Overall Results

Progress Report Grade

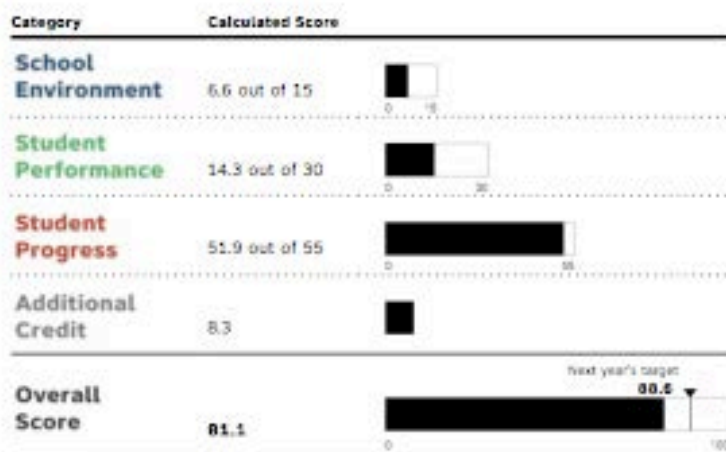
# A

#### What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences.

#### How did this school perform?

- This School's overall score for 2006-07 is **81.1**
- This score places the School in the **95.0** percentile of all k-8's citywide (i.e., **95.0** percent of those schools scored lower than this school)
- This School's target score for 2007-08 is **88.6**



#### How Scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between **64.0** and **85.0** receive a letter grade of **A**
- **22.2%** of schools earned an **A** in 2006-07.

#### K-8 Table

Grade	Score Range	2006-07 City Summary
A	64.0-85.0	22.2% of schools
B	50.3-64.0	39.3% of schools
C	36.1-50.3	26.5% of schools
D	29.4-36.0	7.7% of schools
F	18.4-29.4	4.3% of schools

#### Quality Review Score

This school's 2006-07 Quality Review score is **P**. To see your school's Quality Review Report, locate your school at <http://schools.nyc.gov/>, click 'Statistics', and scroll down to Quality Review Report.

#### 2006-07 State Accountability Status

Based on its 2005-06 performance, this school is **In Good Standing**. This measure, determined by New York State as part of the federal No Child Left Behind (NCLB) Act, is not a factor in the Progress Report Grade.

### Inside This Report:

The NYC Progress Report is a new accountability tool. Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools, and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

#### School Environment

uses surveys and other data to evaluate necessary conditions for learning: attendance, safety, academic expectations, engagement, and communication.

#### Student Performance

evaluates student skill levels in English Language Arts and Math.

**Student Progress** measures average student improvement in English Language Arts and Math from last year to this year.

**Closing the Achievement Gap** gives schools additional credit for exemplary gains among high-need students.

More information about the Progress Report is on the back page.

P.S. 188 The Island School

PRINCIPAL: Mary Pree

DBN: 01M188

ENROLLMENT: 369

SCHOOL TYPE: K-8

PEER INDEX: 64.17

(see p. 7 for more details on peer index)

OVERALL GRADE

# A

OVERALL SCORE

## 60.7

out of 100

PERCENTILE RANK

## 80

This school's overall score is greater than or equal to that of 80 percent of K-8 schools.

Overall Grades - K-8

GRADE	SCORE RANGE
A	57.1 or higher
B	41.3 - 57.0
C	25.3 - 41.2
D	14.5 - 25.2
F	14.4 or lower

For elementary, middle, and K-8 schools, the percent of schools receiving top grades was set in advance. Schools with average English and Math performance in the top third citywide cannot receive a grade lower than a C. Schools in their first year, in phase out, or with fewer than 25 students with progress results receive a report with no grade or score.

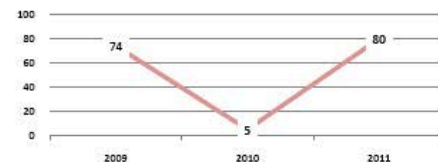
## Overview

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. Strong Progress Report results are the basis for monetary rewards for school leaders, and poor results are an important factor in determining whether schools require intensive support or intervention. For more information, see [schools.nyc.gov/community/planning/Support+and+Intervention.htm](http://schools.nyc.gov/community/planning/Support+and+Intervention.htm).

CATEGORY	SCORE	GRADE	DESCRIPTION
<b>Student Progress</b>	<b>41.7</b> out of 60	<b>A</b>	Student Progress measures how much individual students improved on state tests in English and Math between 2010 and 2011, compared to other students who started at the same level.
<b>Student Performance</b>	<b>7.9</b> out of 25	<b>C</b>	Student Performance measures student results on the 2011 state tests in English and Math.
<b>School Environment</b>	<b>4.1</b> out of 15	<b>C</b>	School Environment measures student attendance and a survey of the school community rating academic expectations, safety and respect, communication, and engagement.
<b>Closing the Achievement Gap</b>	<b>7.0</b> (15 max)		Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide.
<b>Overall Score</b>	<b>60.7</b> out of 100	<b>A</b>	The overall grade is based on the total of all scores above, including additional credit for closing the achievement gap. Category scores may not add to total score because of rounding.

## Performance over time

Percentile rank of this school's overall Progress Report score for the past three years:



The Progress Report is a one-year snapshot of a school's performance. The Progress Report methodology has evolved over time, in response to school and community feedback, changes in state policy, and higher standards. In 2009-10, New York State raised the cutoff for proficiency on English and Math tests, and the Progress Report introduced growth percentiles. For a description of methodology changes, visit [schools.nyc.gov/ProgressReport](http://schools.nyc.gov/ProgressReport).

## Other accountability measures

These measures are separate from the Progress Report, and are an important part of school accountability in New York City and State.

### Quality Review

The school's most recent Quality Review Score:

Underdeveloped

2010-11

The Quality Review is an observational evaluation conducted by an experienced educator, focused on how well a school is organized to educate its students.

### State Accountability

The school's current status:

In Good Standing

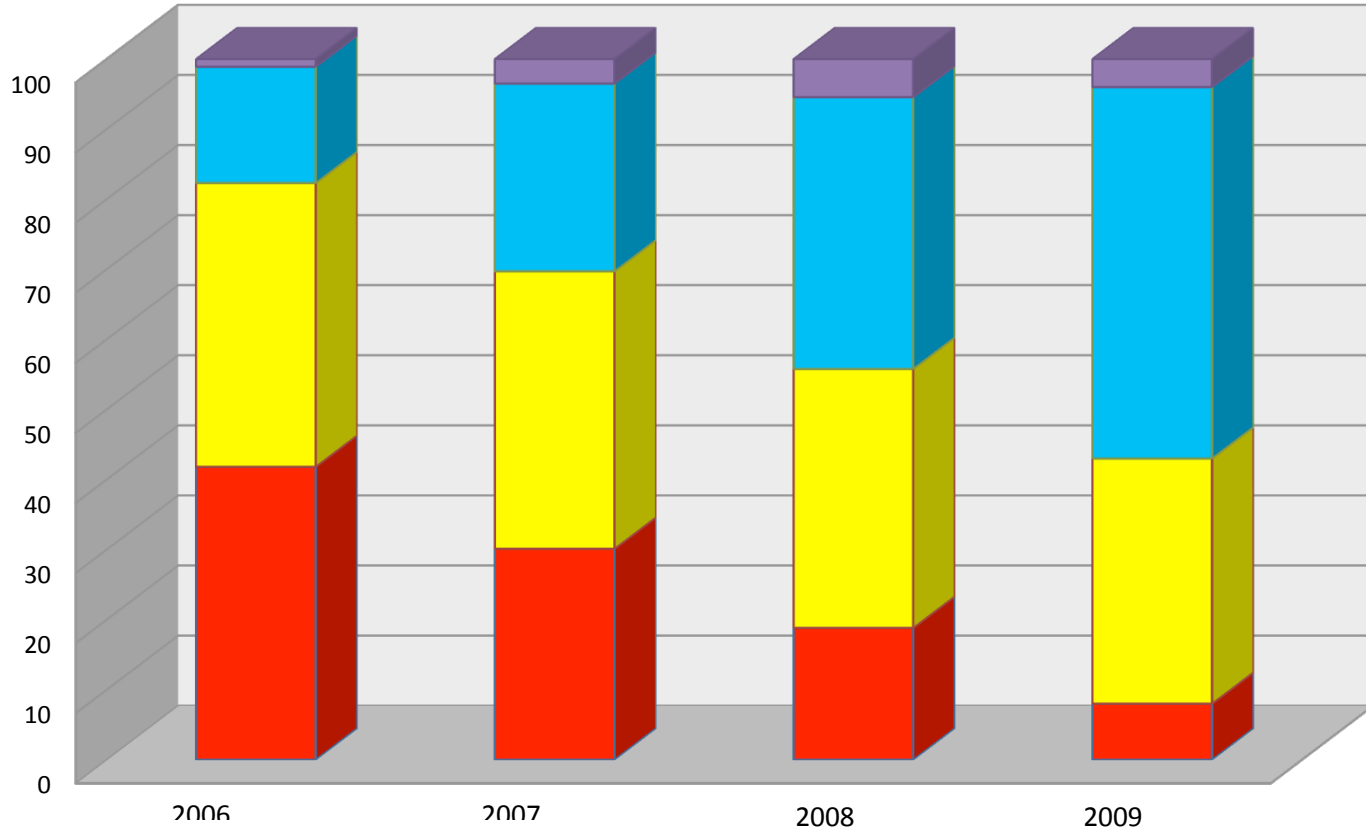
2010-11

This status is determined by the New York State Department of Education under the No Child Left Behind Act.

**Dominic Cipollone, Principal**  
**Middle School 219**  
**Bronx, New York**

**MS 219 ENGLISH LANGUAGE ARTS RESULTS COMPARED ALL STUDENTS  
 2006 THROUGH 2009**

**Test results  
 since the  
 implementation  
 of Renzulli  
 Learning in  
 2006**

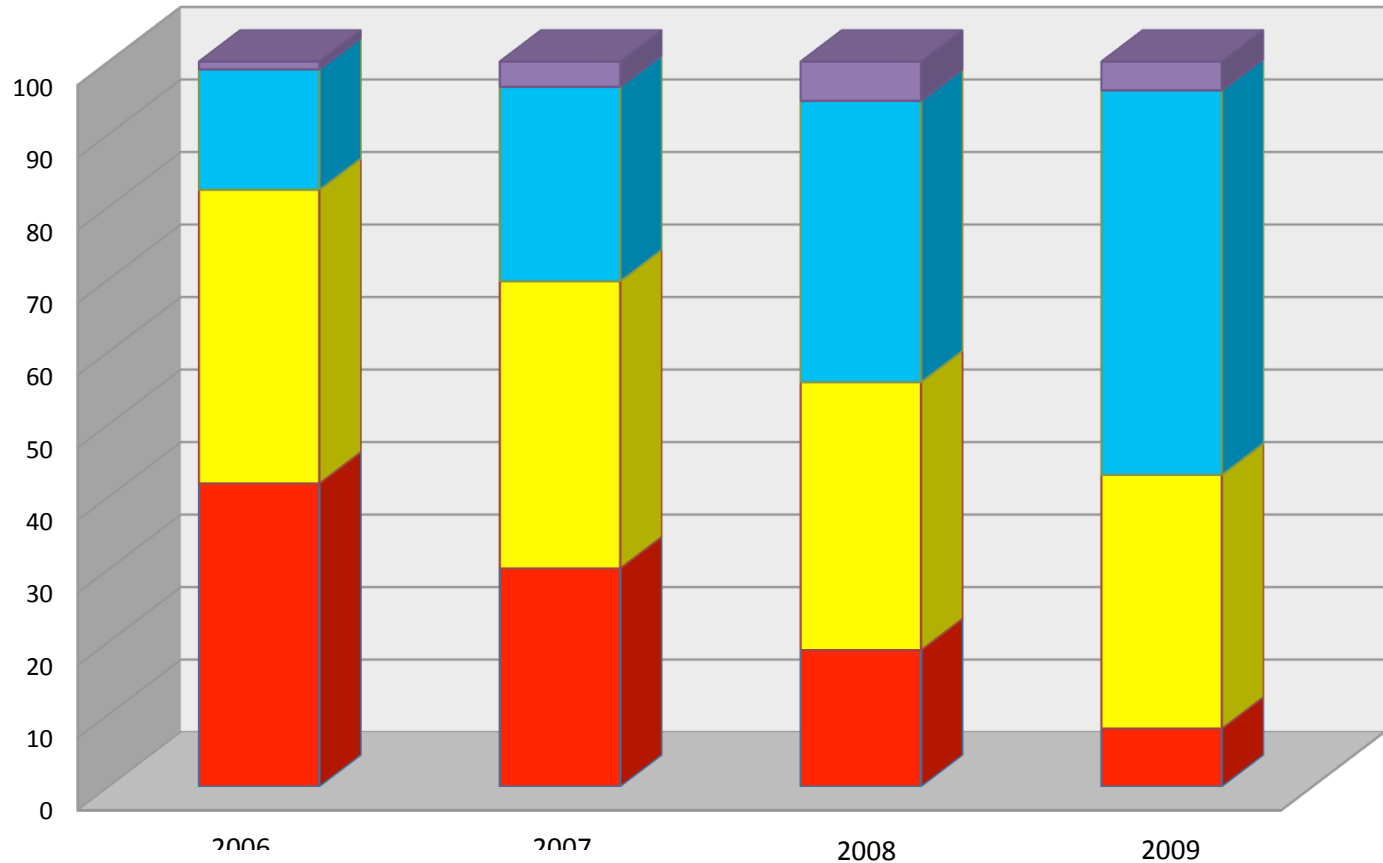


<b>Level 4</b>	<b>1.2</b>	<b>3.5</b>	<b>5.44</b>	<b>4</b>
<b>Level 3</b>	<b>16.6</b>	<b>26.8</b>	<b>38.78</b>	<b>53</b>
<b>Level 2</b>	<b>40.5</b>	<b>39.6</b>	<b>36.96</b>	<b>35</b>
<b>Level 1</b>	<b>41.8</b>	<b>30.1</b>	<b>18.82</b>	<b>8</b>

**Dominic Cipollone, Principal  
Middle School 219  
Bronx, New York**

**MS 219 MATH RESULTS COMPARED ALL STUDENTS 2001 THROUGH 2009**

**Test results  
since the  
implementation  
of Renzulli  
Learning in  
2006**



	2006	2007	2008	2009
<b>Level 4</b>	<b>1.2</b>	<b>3.5</b>	<b>5.44</b>	<b>4</b>
<b>Level 3</b>	<b>16.6</b>	<b>26.8</b>	<b>38.78</b>	<b>53</b>
<b>Level 2</b>	<b>40.5</b>	<b>39.6</b>	<b>36.96</b>	<b>35</b>
<b>Level 1</b>	<b>41.8</b>	<b>30.1</b>	<b>18.82</b>	<b>8</b>



Progress Report Grade

A

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2008-09 is 76.5
This score places the School in the 41 percentile of all Middle schools Citywide--i.e., 41 percent of those schools scored lower than this school

This Progress Report is for:

Table with school information: SCHOOL (I.S. 219 New Venture School (09X219)), PRINCIPAL (Dominic Cipollone), ENROLLMENT (456), SCHOOL TYPE (MIDDLE), PEER INDEX (2.73)

Table with 3 columns: Category, Calculated Score, Category Grade. Rows include School Environment (7.8 out of 15, C), Student Performance (21.8 out of 25, A), Student Progress (38.6 out of 60, B), Additional Credit (8.3 (15 max)), Overall Score (76.5 out of 100, A)

How scores translate to grades:

- Schools receive letter grades based on their overall score
Schools with an overall score between 68.0-100 receive a letter grade of A
78% of schools earned an A in 2008-09

Middle School Table - Overall Grades

Table with 3 columns: Grade, Score range, City summary. Rows A-F with corresponding score ranges and percentages of schools.

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school's 2008-09 Quality Review score is: Proficient

To see this school's Quality Review report, find the school's Web site at http://schools.nyc.gov/, click 'Statistics' and scroll down to Quality Review Report.

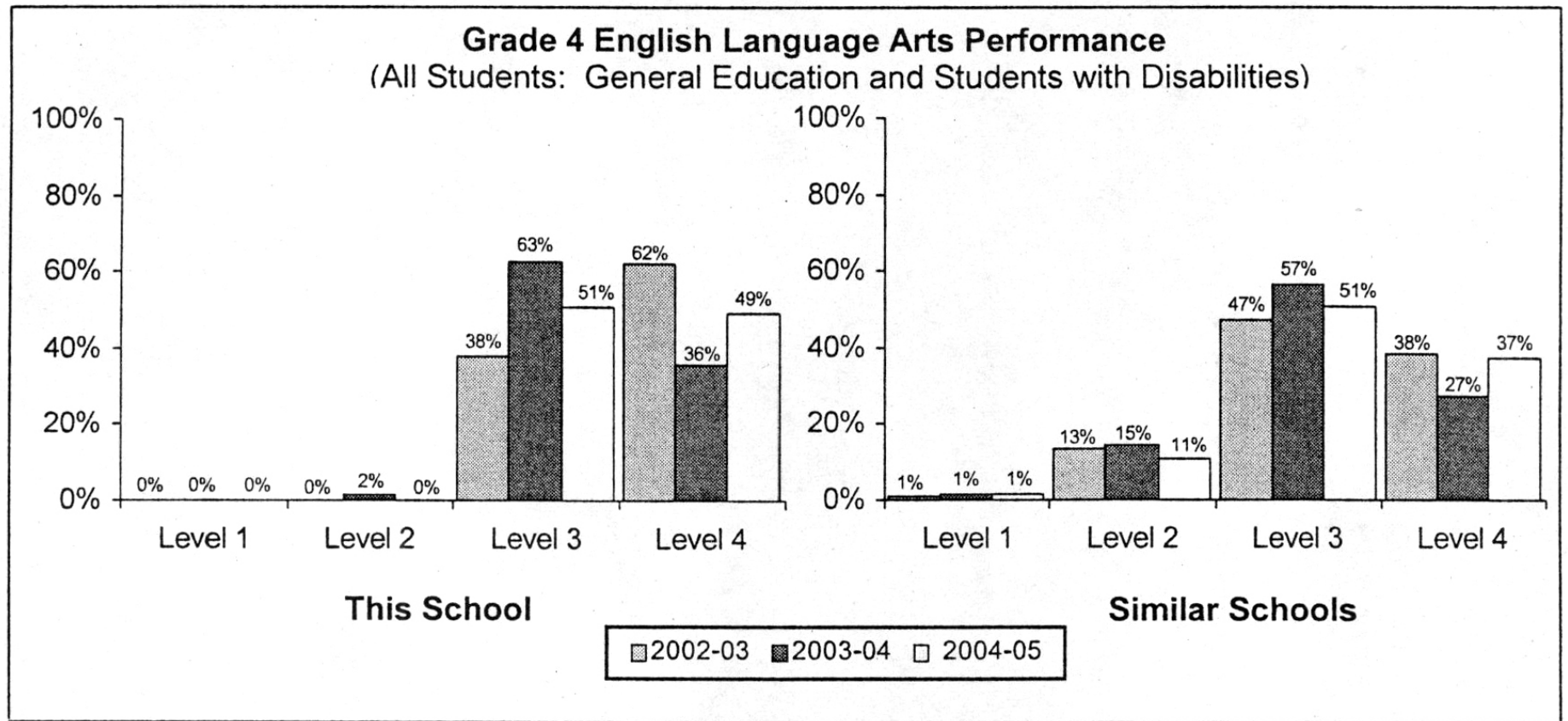
State Accountability Status

Based on its 2008-09 performance, this school is: Restructuring (year 1) - Focused

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

**South Grove Elementary School**  
**Syosset, New York**  
**Dr. Nora Friedman, Principal**

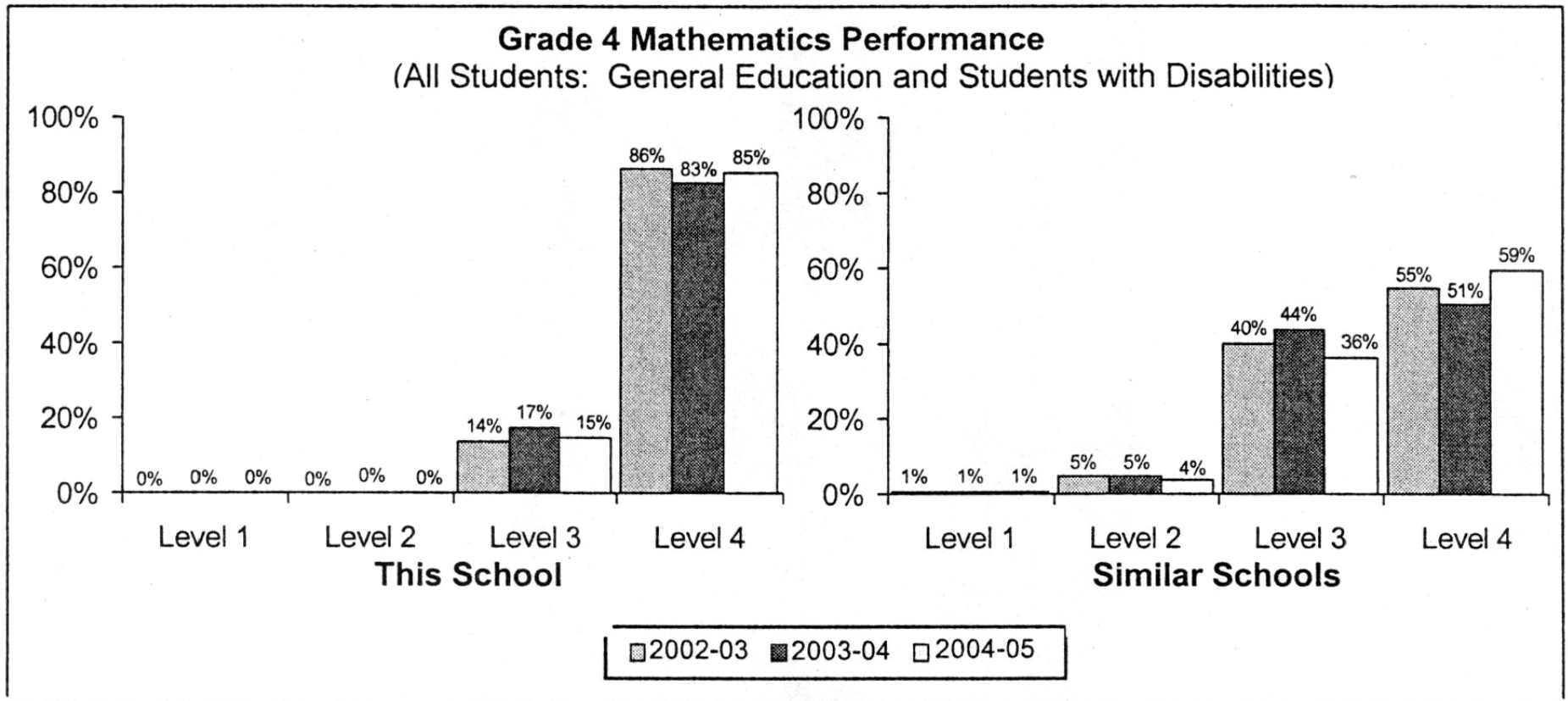
**Elementary Level**  
**English Language Arts**



Percentages less than 0.51 will appear as zero because of rounding.

**South Grove Elementary School**  
**Syosset, New York**  
**Dr. Nora Friedman, Principal**

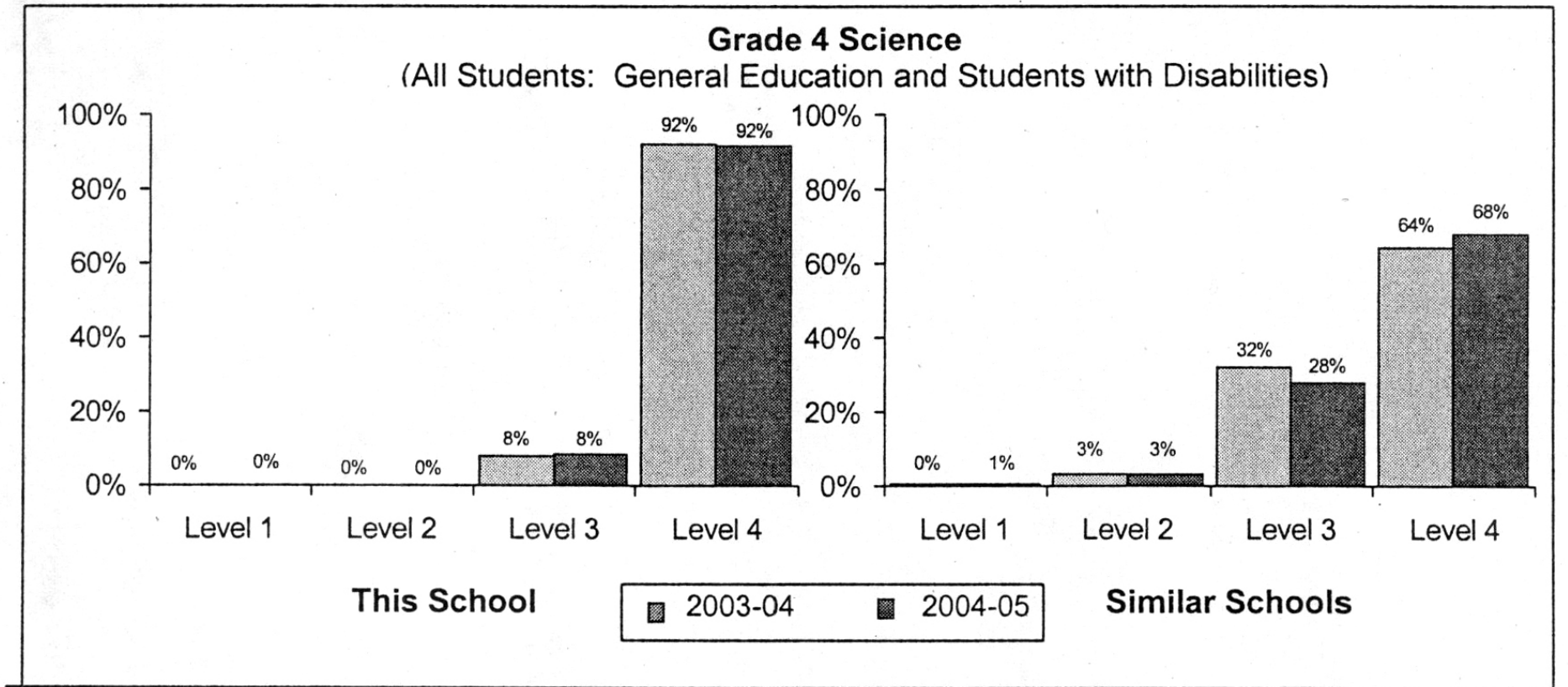
## Elementary Level Mathematics



Percentages less than 0.51 will appear as zero because of rounding.

**South Grove Elementary School**  
**Syosset, New York**  
**Dr. Nora Friedman, Principal**

## Elementary Level Science\*



Percentages less than 0.51 will appear as zero because of rounding.

\*Only two years of data are shown because a new assessment in elementary-level science was administered for the first time in 2003-04.



**I saw that motivation for learning grew when students were engaged in work that had a real purpose, was created for an audience beyond the teacher, and resulted in a tangible product. I am convinced that this kind of learning is what contributed to our gains this year on the CMTs.**

**Connecticut Elementary Principal  
Whose School Was Part of the  
Schoolwide Enrichment Research Project**

**Field, G. B. (2009). The Effects of Using Renzulli Learning on Student Achievement in Reading Comprehension, Reading Fluency, Social Studies, and Science. *International Journal of Emerging Technologies in Learning (iJET)*, Vol 4, No 1., pp. 23 - 28.**

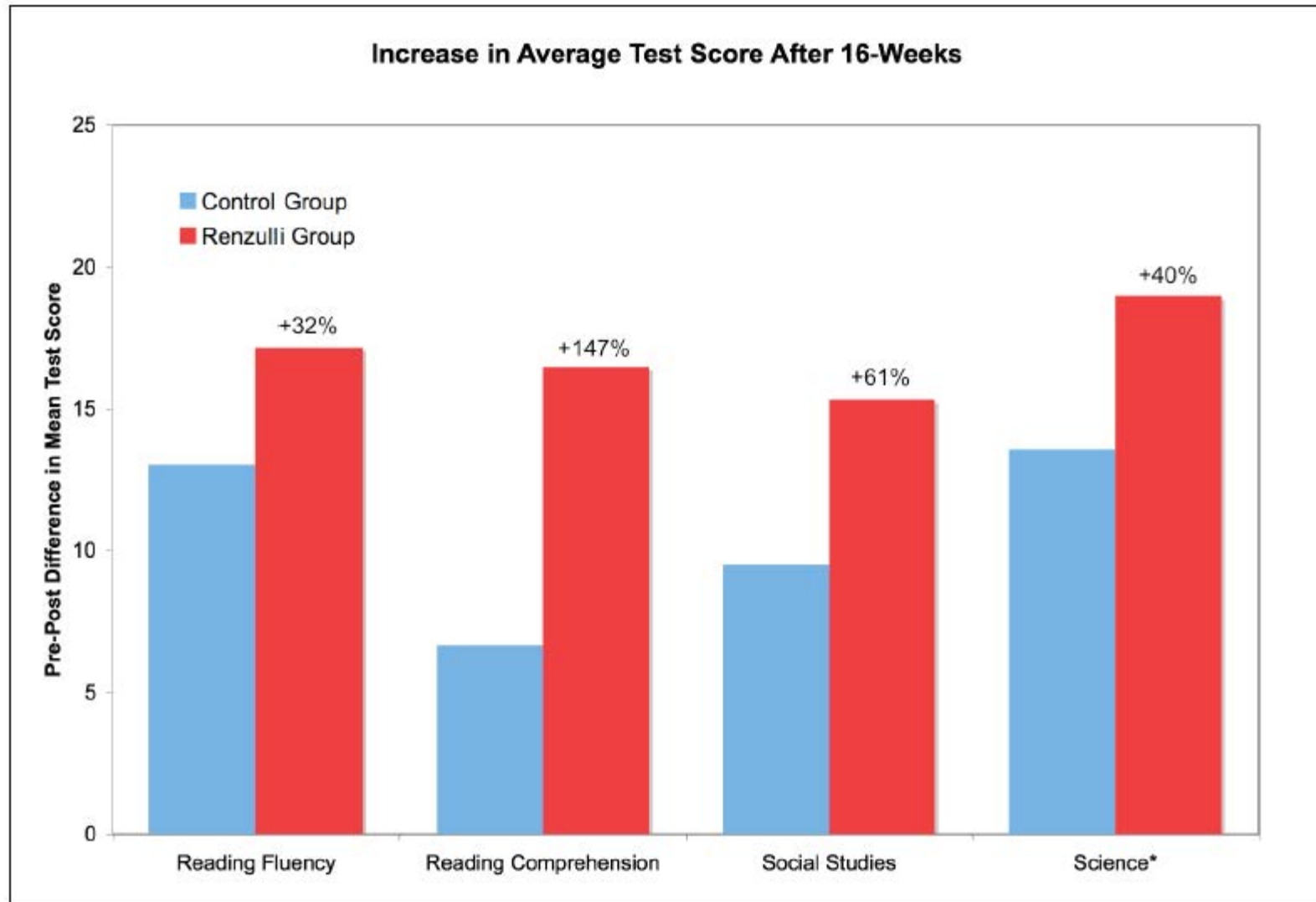
**“Gold Standard” Research Design**

- **Pre-test/Post-test Control Group Design**
- **Random Assignment of Both Teachers and Students to experimental and control groups**

**Dr. Gara Field**

**University of Georgia**

# Summary Results



\* **Note:** Science results did not meet criteria for statistical significance.

# **1. Replacing The Turkey We're Stuck With: A Counter Intuitive Approach To Addressing The Achievement Gap (Stop Investing In Failed Approaches!)**

2. The Underlying Theory And A Few Practical Applications
3. The Role of Technology In Real and Sustainable Change

**The Law of Unintended Consequences** states that for any willed action there are outcomes (both positive and negative) which occur that were not intended by the original purposeful action.

E.g., Medieval policy of setting up hunting preserves for the nobility resulted in preserved green space and parks throughout Europe.

Prohibition and the war on drugs resulted in large-scale organized crime.

Requiring schools to administer standardized tests and creating penalties for poor performance resulted in overemphasis on test-prep, demoralized teachers, and falsifying answer sheets by teachers and administrators.

**My Goal...**

**No**

**Child**

**Left**

**Boared**



# The Ramifications of Standardized Testing On Our Public Schools

[Central Florida School Board Coalition](#)

A Group of Top Officials From 10 School Districts  
(2012)

Posted at 05:00 AM ET, 05/30/2012 In The Washington Post

High-stakes testing protests spreading

*By Valerie Strauss*



1. What is the history of high stakes testing in the State of Florida and who is driving the legislation?

2. What is the intended use of the testing?

3. What is the correlation in data between student success and testing?

4. What are the costs on resources incurred at the district, school, and individual classroom levels?

5. What is the actual composition of Florida's high stakes tests?

**Conclusion: Takes hundreds of millions dollars away from needed instructional resources  
25% of instructional time was lost  
Achievement was not improved and in some cases decreased**

# To sum up the Schoolwide Enrichment Model in a sentence...

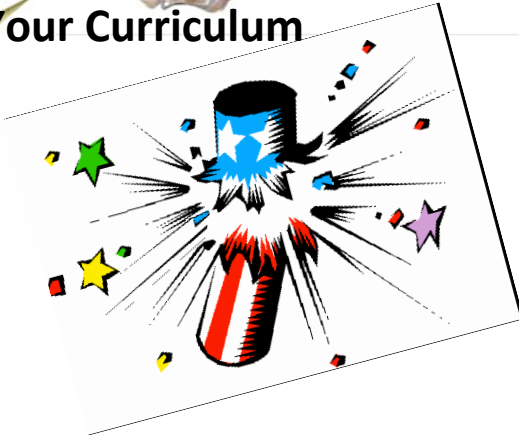
The SEM is an **infusion and enhancement-based enrichment** [not a replacement-based model] that uses technology to diagnose student strengths, to match resources to identified strengths, and to **blend** into any and all standards-based curricular approaches activities and experiences that make learning more enjoyable and engaging.

**We cannot direct the wind but we can adjust our sails.**

## The Main Course



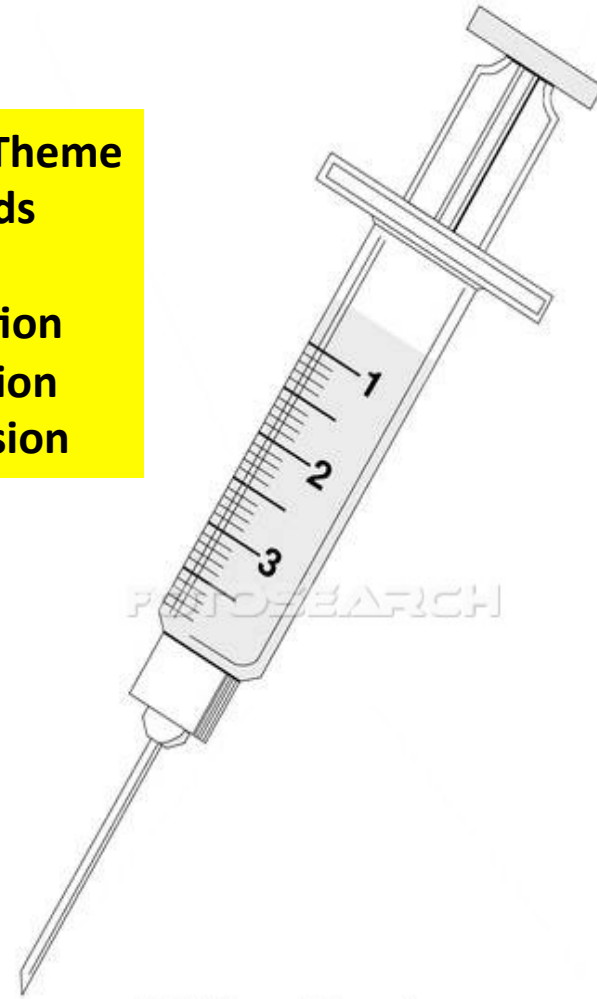
## Your Curriculum





**Today's Theme  
Words**

**Selection  
Injection  
Extension**



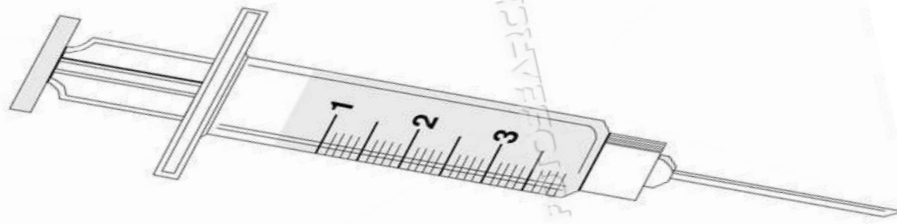
**The Standards  
Driven Curriculum**

**Your Magic Enrichment  
Injection Device**



# Today's Practice Activity





## Injecting Enrichment Activities Into Any and All Regular Curriculum Topics

### The Rules (Apply as many as possible)

1. Not always a single, predetermined correct answer
2. Something kids *do* rather than sit and listen
3. Something that is fun for most kids
4. Something that has various levels of challenge to which interested students can escalate



Enjoyment

Engagement

Enthusiasm

## Example of Social Studies Infusion

- A Rap State Song
- Travel game (find clues to get to destination - like Carmen Sandiego)
- Route planning to get there (most efficient way to visit all capitals)
- Who am I? game to match states and capitals
- Students make board games
- History of transportation determining capital location
- Character sketch of state and capital
- Photographic essay of state/capital using Internet photos
- Create a flag based on information researched about the state
- Create political cartoons and original songs about the state and capital
- Debate over a better city for a state capitol
- Design a state motto/logo
- Create a limerick/poem
- Design a Jeopardy-style game to learn capitals and states using given supplies and time limit
- Write a song/poem/limerick that students can sing about capitals and states
- Profiles of most Famous men/women from the state
- Write/choreograph state song
- Guessing game on state bird/flower
- PR material to get tourists to state
- A dart board (more points for smaller states)
- Origin of state/capital names
- Debate over better capitol locations
- Major events that took place in the state (Wright Brothers @ Kittyhawk)

## Examples of Math Infusion

Eight times eight went out the door  
Came back in married as sixty-four

Nine times three went to heaven  
Came back to Earth as twenty-seven

### Limericks

There once was a number named eight  
Who thought he was something quite great  
But when divided by four he was just only two  
And his new size made him feel very blue.

### Cinquain

Numbers  
Added together  
Can be multiplied  
Saves time  
Faster

## Example of History Infusion



Fourth-graders from throughout the school district got a firsthand dose of the American Experience at Florence High School on Tuesday.

The school's 10th- and 11th-graders donned costumes and played the roles of the country's earliest American settlers to modern-day history makers.

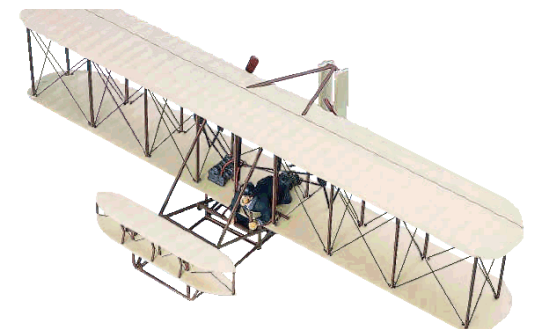
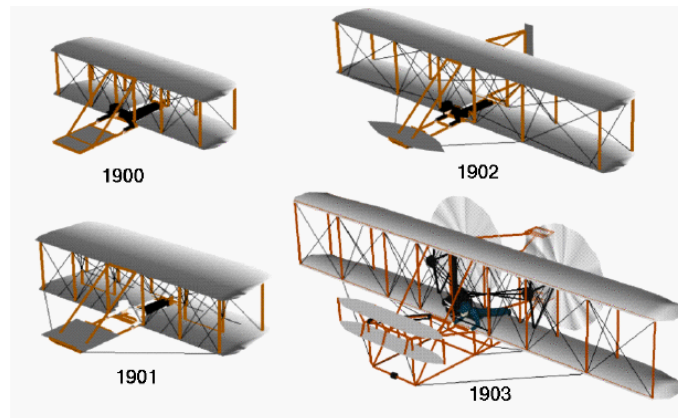
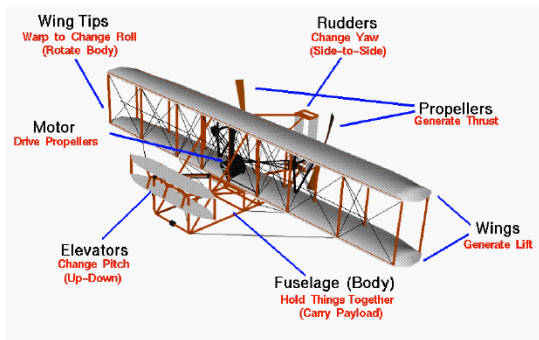
**The American Experience Project**, which included more than 50 high school student groups, offered displays of the various time periods in the two gymnasiums on campus. As students passed through the stations, they earned "passports" marking their visits to each time period. The project was a joint effort of the English and history departments at the school.

Those faculty members developed a year-long curriculum integrating the two disciplines daily, which, for a five-year period, will take the place of students taking the history or graduation sections of the Alabama High School Graduation Exam.

## Example of Extension Through An Advanced Science/Math Infusion

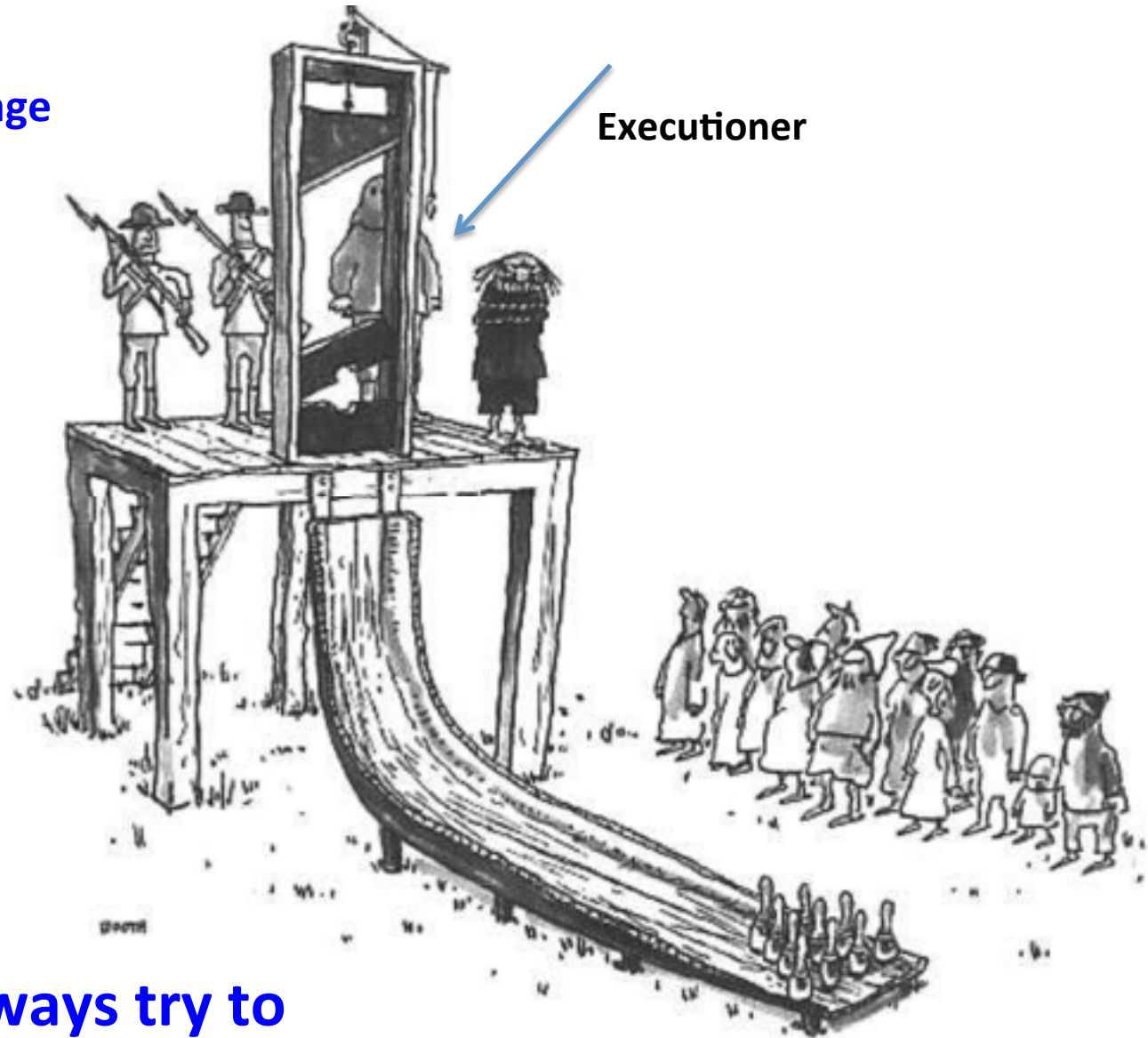
### The Wright Flight

One enrichment activity that took place in math, titled “The Wright Flight,” taught students the formulas used by the Wright brothers that allowed for the first flight of an airplane. It concentrated on the calculations to determine the correct wing size in aerodynamics. Model airplanes were used in the classroom to demonstrate the concepts being taught. Twenty students from the [Renzulli Academy in Hartford](#) participated in the activity.



The “take away” message of infusion is:

No matter what you do, or how routine your job is...



...you should always try to make it interesting!

# Outline

1. Replacing The Turkey We're Stuck With:  
An Counter Intuitive Approach To School  
Improvement (Stop Investing In  
Failed Approaches!)

## **2. The Underlying Theory And A Few Practical Applications**

3. The Role of Technology In Real and  
Sustainable Change

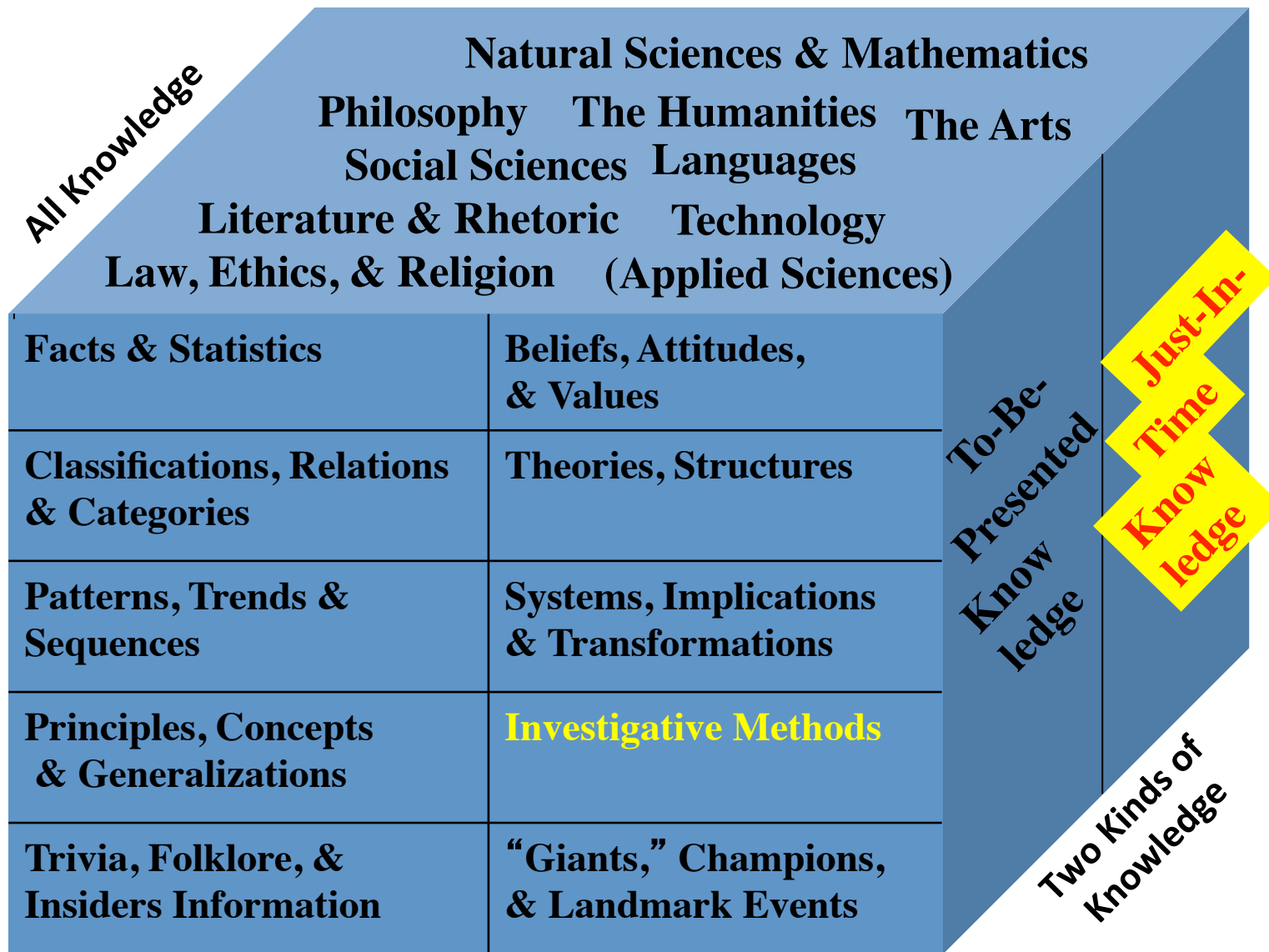


# Continuum of Learning Theories\*

All you ever needed to know about learning theory (in one slide)!

<p><b>Deductive Didactic &amp; Prescriptive</b></p> <p><b>Knowledge Acquisition, Storage, and Retrieval. Predetermined Content</b></p>	<p><b>Pedagogy</b></p>	<p><b>Inductive, Investigative &amp; Inquiry Oriented</b></p> <p><b>Knowledge Application, High Engagement, Motivation And Enjoyment. J-I-T Content</b></p>
<p><b>Basic Skill Acquisition Text Consumption</b></p>	<p><b>Outcomes</b></p>	<p><b>21<sup>st</sup> Century Thinking Skills Creative Productivity</b></p>
<p><b>Behaviorists</b></p> <ul style="list-style-type: none"> <li>•Pavlov</li> <li>•Thorndike</li> <li>•Skinner</li> </ul>	<p><b>Major Theorists</b></p>	<p><b>Constructivists</b></p> <ul style="list-style-type: none"> <li>•Pestalozzi, Torrance,</li> <li>•Montessori, Gardner,</li> <li>•Piaget &amp; Bruner,</li> <li>•Dewey, Sternberg</li> </ul>
<p><b>National Goals</b></p> <p><b>Increased Academic Achievement Higher Test Scores Technically Proficient Professional and Skilled Workers</b></p>	<p><b>Inventors Creative Designers in Sciences, Arts, &amp; Technology Innovative Leaders Entrepreneurs Writers People Who Make a Difference</b></p>	

\*Both ends of this continuum are important, and schools should integrate them whenever possible to produce the best balance between the two models of learning.



How Knowledge Is Organized

# A Theory of Knowledge

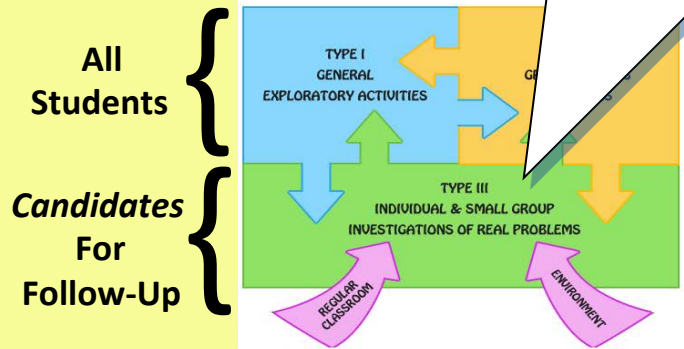
# Relative Variation

# Level To Res

- Personalization of Interest
- Use of Authentic Methodology
- Targeted For An Authentic other than or in addition the teacher
- No Single, Predetermined Correct Answer or Way of doing It

*“Thinking, feeling and doing like the practicing professional, even at a more junior level than adult researchers, artists, writers, etc.”*

The Pedagogy of Enrichment Learning and Teaching



The Enrichment Triad Model

A Pedagogical Model  
(What We *Do* With Students)

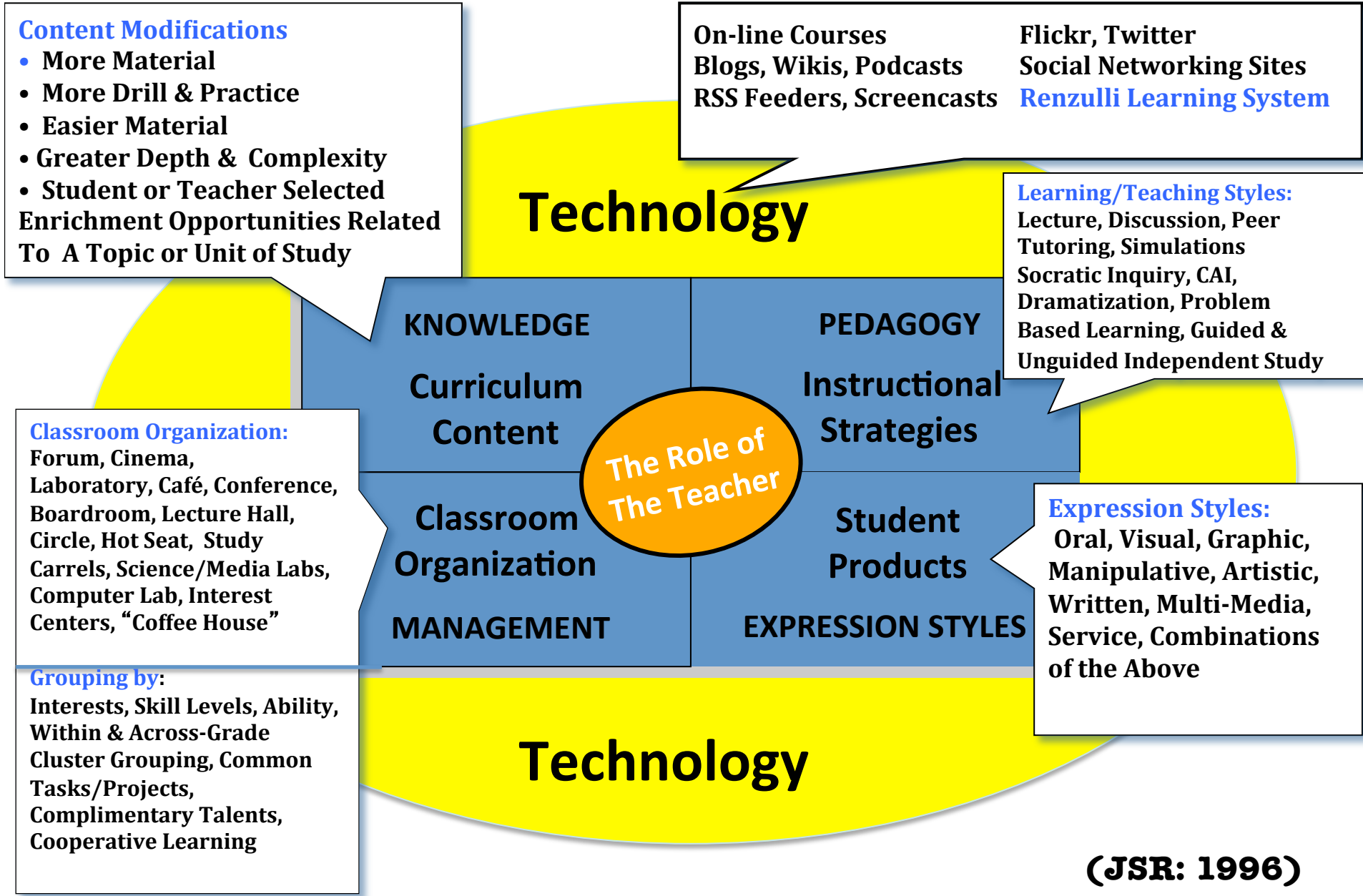
Regular Classroom *Infusion*

- Extension of An Individual Lesson
- A Unit You Are Planning

Special Classes, Resource Room/ Pull-Out, Enrichment Clusters, AITDs, Independent Study

Extra and Co-Curricular Activities And Other Special Events In Your School

Various Organizational Models  
(How We Group Students and Move Them Around)



**Five Dimensions of Differentiation**

**I know what you're thinking!**



**Give me a break!  
How the hell can we accommodate  
all these things? I've got 26 kids –  
some can't add and some are ready  
for calculus.**



**Let the machine do the  
heavy lifting.**

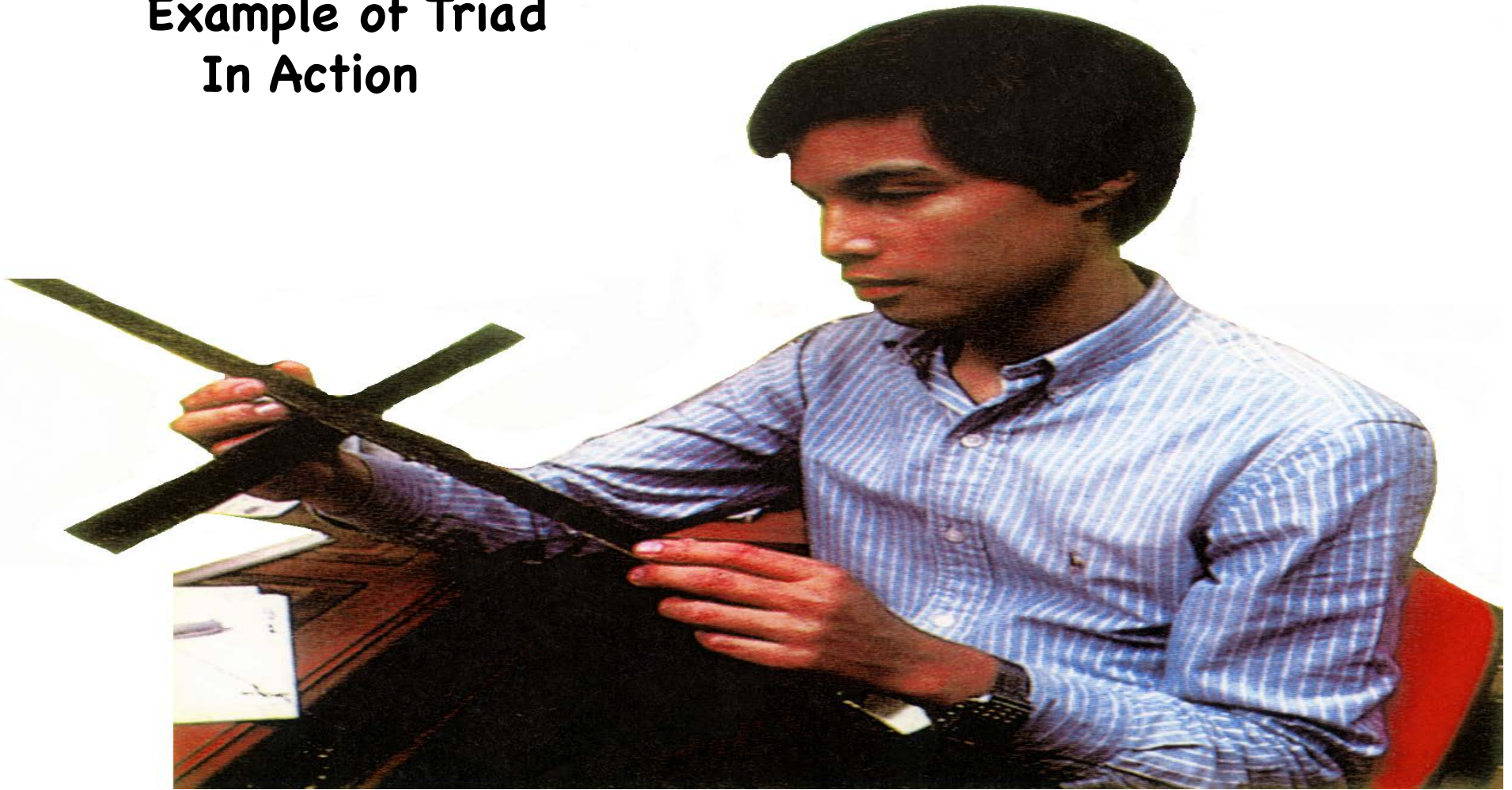


**amazon.com**

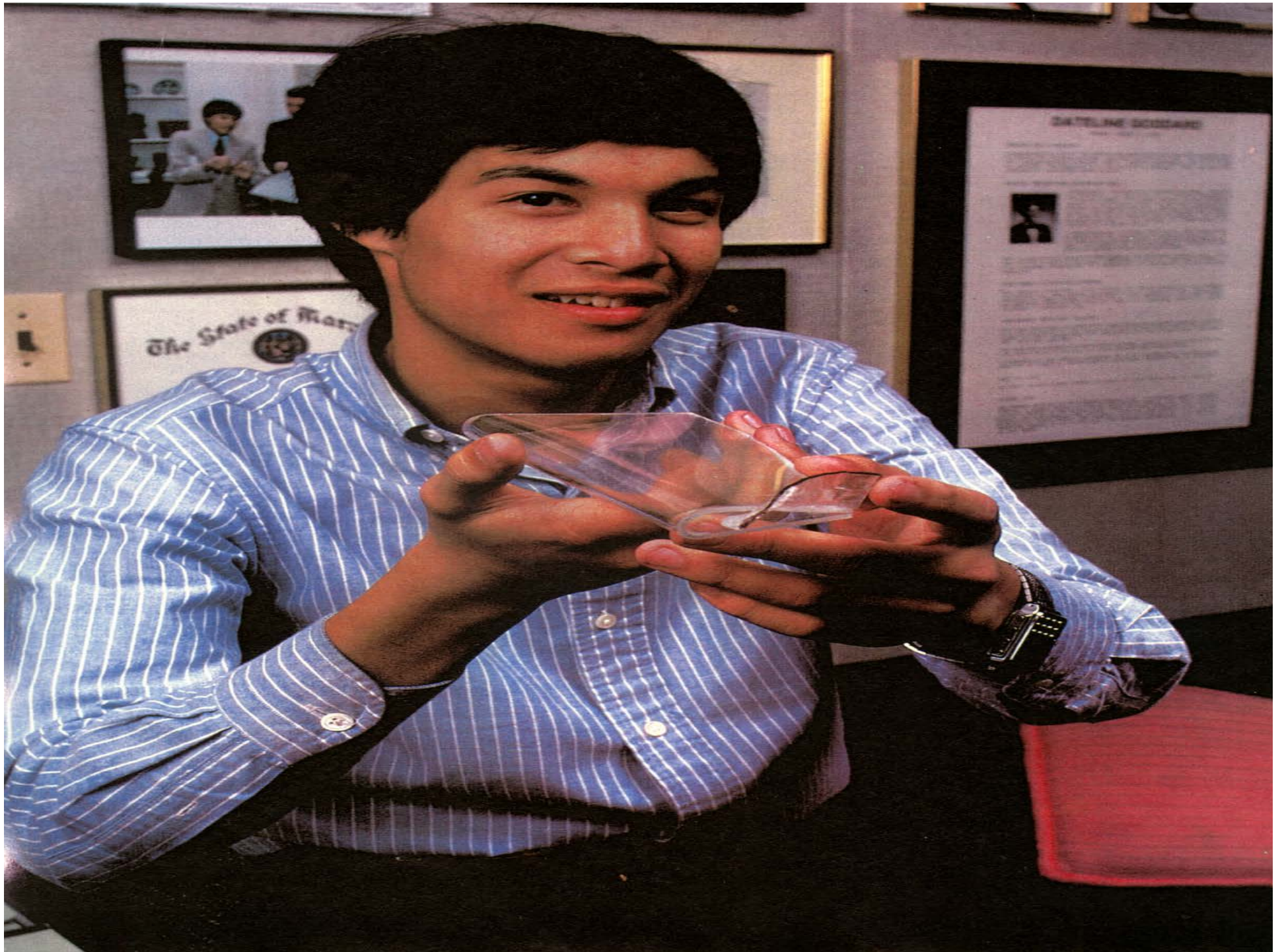
Hello, **Joseph S. Renzulli**. We have [recommendations](#) for you. ([Not Joseph?](#))

[Joseph's Amazon.com](#) |  [Today's Deals](#) | [Gifts & Wish Lists](#) | [Gift Cards](#)

**An Walk-Through  
Example of Triad  
In Action**



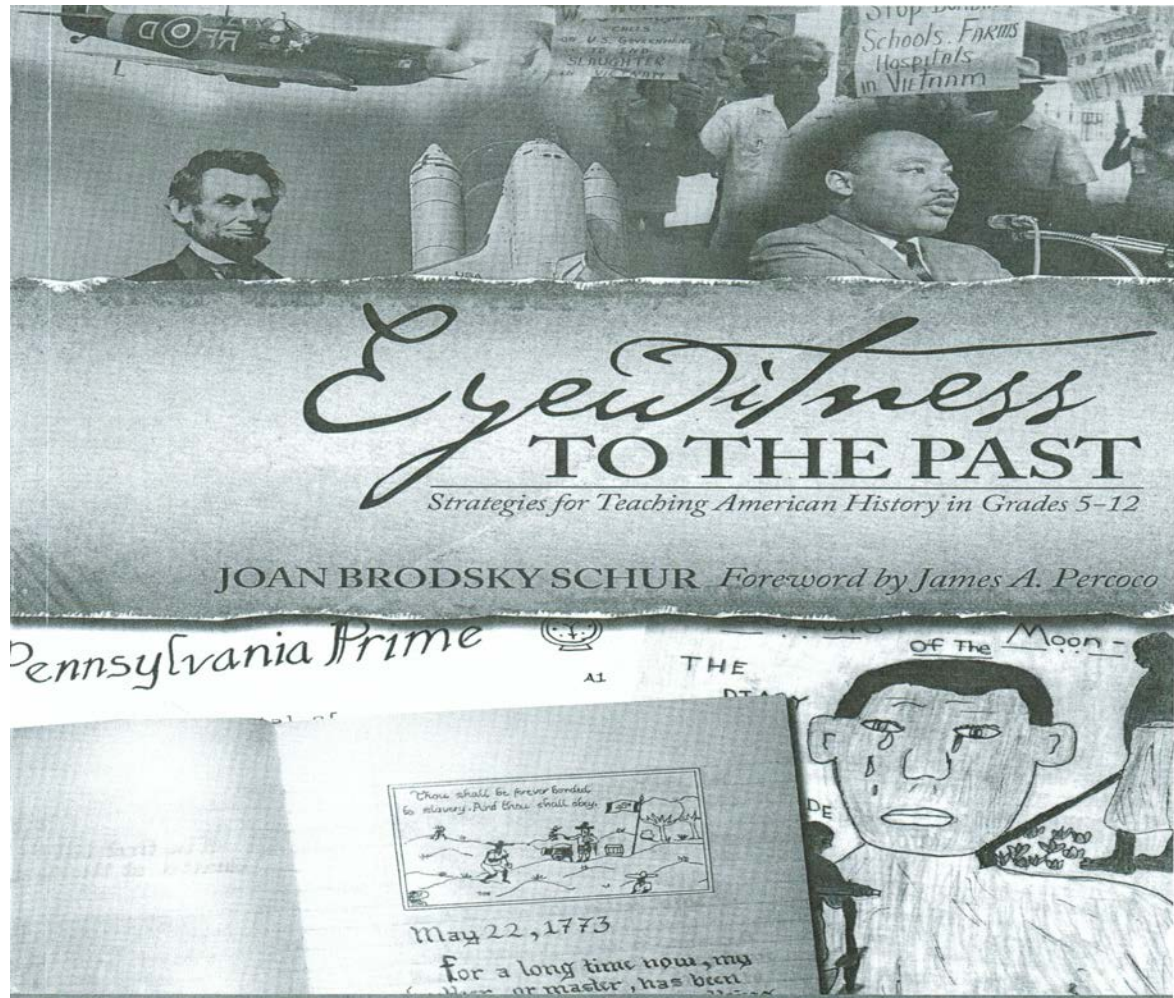






**Practical Hint # 1: Learn all you can about and obtain copies of How-To Books**

**“...thinking,  
feeling,  
and doing like  
the practicing  
professional...”**



### Photo Analysis Worksheet

<b>Step 1. Observation</b>																													
A.		Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible. _____																											
B.		Use the chart below to list people, objects, and activities in the photograph. <table border="1"><thead><tr><th>People</th><th>Objects</th><th>Activities</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr></tbody></table>	People	Objects	Activities																								
People	Objects	Activities																											
<b>Step 2. Inference</b>																													
		Based on what you have observed above, list three things you might infer from this photograph. _____ _____ _____																											
<b>Step 3. Questions</b>																													
A.		What questions does this photograph raise in your mind? _____ _____																											
B.		Where could you find answers to them? _____ _____																											

Designed and developed by the  
Education Staff, National Archives and Records Administration, Washington, DC 20408.

Page URL: <http://www.archives.gov/education/lessons/worksheets/photo.html>

The U.S. National Archives and Records Administration  
8601 Adelphi Road, College Park, MD 20740-6001 • Telephone: 1-86-NARA-NARA or 1-866-272-6272

Fig 3.2 Photo Analysis Worksheet

## Advertisement Analysis Worksheet

A.	In what publication did this advertisement appear? What is the date of publication? _____ _____
B.	Who created the advertisement? _____ _____
C.	What is the purpose of the advertisement? _____ _____
D.	Who is the intended audience for the advertisement? _____ _____
E.	If a product is being sold, what strategies does the ad use to convince the target audience that they should want this product? _____ _____
F.	How common or unique was this product for its era? _____ _____
G.	What does the advertisement tell us about material life in America at this time? _____ _____
H.	What does the advertisement tell us about social relationships in America at this time? _____ _____

Fig 5.3 Advertisement Analysis Worksheet

## Cartoon Analysis Worksheet

<b>Level 1</b>	
<b>Visuals</b>	<b>Words (not all cartoons include words)</b>
<ol style="list-style-type: none"> <li>1. List the objects or people you see in the cartoon.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the cartoon caption and/or title.</li> <li>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</li> <li>3. Record any important dates or numbers that appear in the cartoon.</li> </ol>
<b>Level 2</b>	
<b>Visuals</b>	<b>Words</b>
<ol style="list-style-type: none"> <li>2. Which of the objects on your list are symbols?</li> <li>3. What do you think each symbol means?</li> </ol>	<ol style="list-style-type: none"> <li>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</li> <li>5. List adjectives that describe the emotions portrayed in the cartoon.</li> </ol>
<b>Level 3</b>	
<ol style="list-style-type: none"> <li>A. Describe the action taking place in the cartoon.</li> <li>B. Explain how the words in the cartoon clarify the symbols.</li> <li>C. Explain the message of the cartoon.</li> <li>D. What special interest groups would agree/disagree with the cartoon's message? Why?</li> </ol>	

Page URL: <http://www.archives.gov/education/lessons/worksheets/cartoon.html>

The U.S. National Archives and Records Administration  
8601 Adelphi Road, College Park, MD 20740-6001 • Telephone: 1-86-NARA-NARA or 1-866-272-6272

Fig 6.1 Cartoon Analysis Worksheet

## Debate Score Sheet

Topic: [The Bank War] \_\_\_\_\_  
 TEAM: [Andrew Jackson] \_\_\_\_\_ DEBATOR [Marcus Adams] \_\_\_\_\_

<b>ARGUMENTS:</b>	Did the speaker present convincing, well-reasoned ideas supported by facts? _____ _____ _____
<b>REBUTTAL:</b>	Did the speaker give a point for point refutation of the opponent's speech, presenting well-reasoned arguments and facts? _____ _____ _____
<b>PRESENTATION:</b>	Were the constructive and rebuttal speeches delivered in a clear, forceful, and convincing manner? Did the speaker win your trust? _____ _____ _____
<b>SCORE:</b>	1-5 points with 5 the highest score possible. ___ Constructive Arguments ___ Rebuttal ___ Presentation

**Fig 6.3** Debate Score Sheet

## Promotional Materials Score Card

TEAM: \_\_\_\_\_ NAME OF STUDENT \_\_\_\_\_

A.

Check item produced:

- Poster
- Flyer
- Buttons
- Bumper Stickers
- Radio or TV Ads
- Political Cartoon
- Other \_\_\_\_\_

B.

Score: 1-5 point with 5 the highest score possible.

- \_\_\_ 1. Was the message of the promotional material clear?
- \_\_\_ 2. Did it reflect an understanding of the issues in the campaign?
- \_\_\_ 3. Was it produced with creativity and care?
- \_\_\_ 4. Was it clever and did it carry emotional punch?

**Fig 6.4** Promotional Materials Score Card

## Document Analysis Worksheet

Your Name \_\_\_\_\_ Title of Document \_\_\_\_\_

A.		<p>Is your document (check one)</p> <p><input type="checkbox"/> Issued by a governmental agency?</p> <p><input type="checkbox"/> Issued by a private organization?</p> <p><input type="checkbox"/> A contract between two private citizens?</p> <p>How do you know? Explain: _____</p> <p>_____</p> <p>_____</p>
B.		<p>When was it issued? _____</p> <p>To whom was it issued? _____</p> <p>By whom was it issued? _____</p>
C.		<p>Are there any seals on the document, and what do they tell us?</p> <p>_____</p> <p>_____</p>
D.		<p>Are there any signatures on the document, and if so what do they tell us?</p> <p>_____</p> <p>_____</p>
E.		<p>To what does the certificate or legal document attest or certify?</p> <p>_____</p> <p>_____</p>
F.		<p>Why might it be important for the agency or person who issued this document to retain such a record?</p> <p>_____</p> <p>_____</p>
G.		<p>Why might it be important for the recipient to keep a copy?</p> <p>_____</p> <p>_____</p>
H.		<p>What can we learn about the recipient's life from this document?</p> <p>_____</p> <p>_____</p>
I.		<p>What can we learn about this time period in history from this document?</p> <p>_____</p> <p>_____</p>

**Fig 7.1** Document Analysis Worksheet

## Scrapbook Reader's Review

Creator of the Scrapbook: \_\_\_\_\_ Scrapbook Title \_\_\_\_\_

Reader of the Scrapbook: \_\_\_\_\_

A.		Facts about the Subject's life.	Documents from which you deduced these facts.
		1.	
		2.	
		3.	
		4.	
		5.	
B.		In the space below, describe one of the most interesting documents included in this scrapbook about life during the Reconstruction era. What did you learn from it and the comments the writer wrote about it:	
		_____ _____ _____ _____	
C.		In the space below summarize what you admire about the subject's life. What were the greatest difficulties he or she faced and his or her greatest accomplishments?	
		_____ _____ _____ _____	
D.		In the space below describe three things you think the creator of this scrapbook did effectively. Describe one thing you think they could have been improved, and tell why.	
		_____ _____ _____ _____	

Fig 7.4 Scrapbook Reader's Review



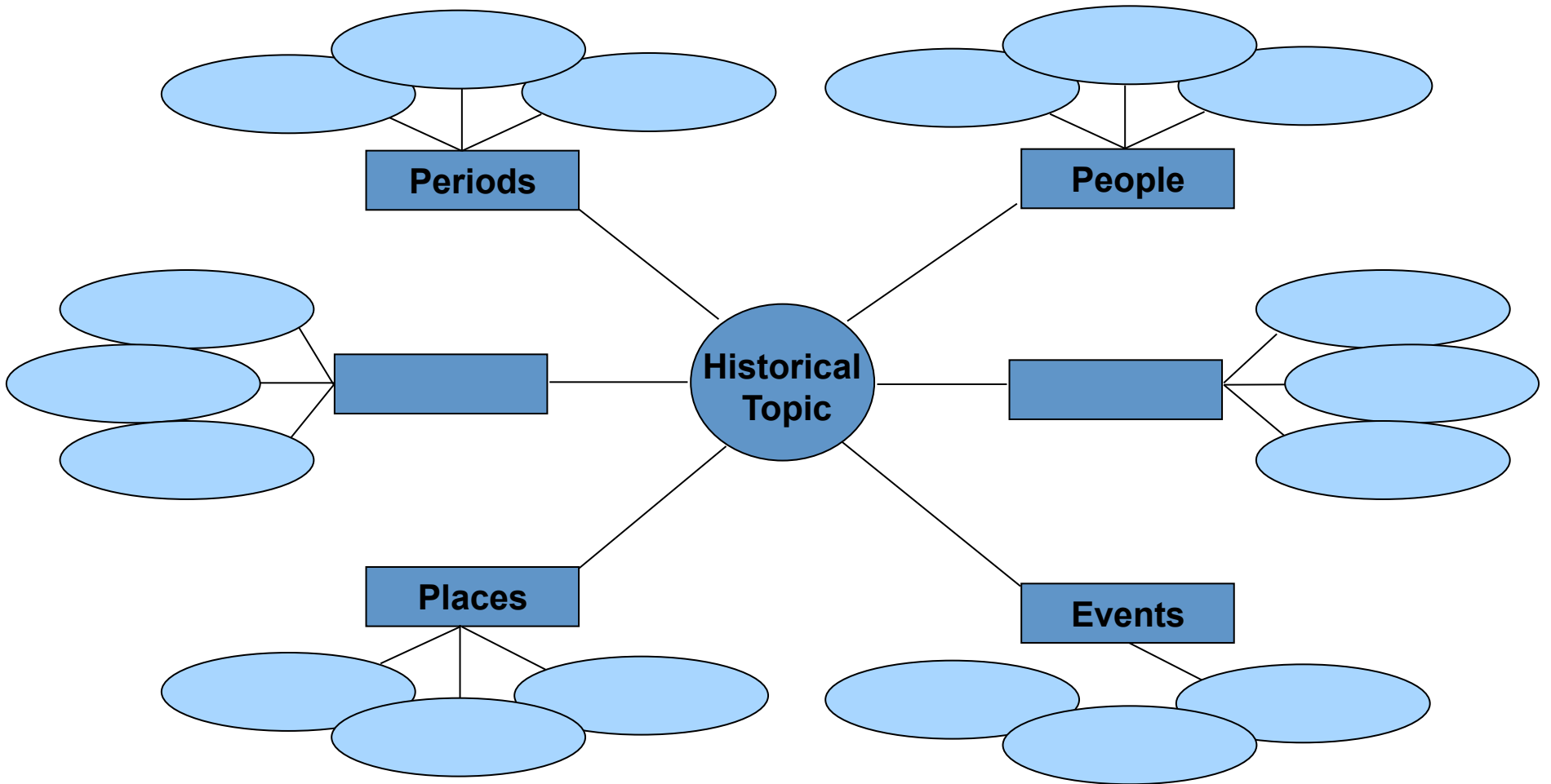
## CHOOSING A SUBJECT AND FINDING INFORMATION UPON IT

The beginner, with or without aid, can easily discover a subject that interests him or her and that will be worthy of investigation—at least at an introductory level. They need only to ask four sets of questions:

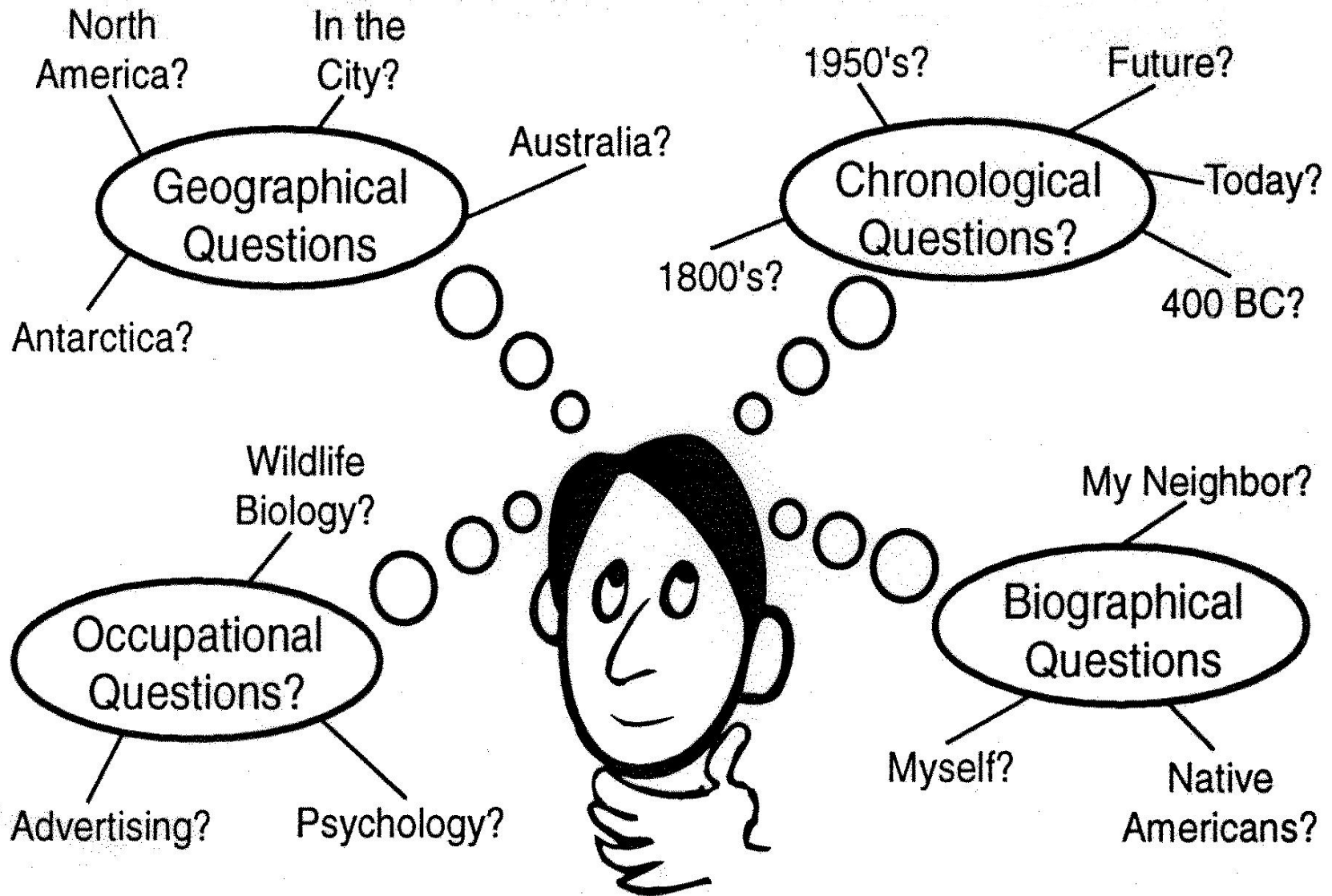
1. The first set of questions is **geographical**. They center around the interrogative: “Where?” What area of the world do I wish to investigate? The Far East? Brazil? My country? My city? My neighborhood?
2. The second set of questions is **biographical**. They center around the interrogative: “Who?” What persons am I interested in? The Chinese? The Greeks? My ancestors? My neighbors? A famous individual?
3. The third set of questions is **chronological**. They center around the interrogative: “When?” What period of the past do I wish to study? From the beginnings till now? The fifth century B. C.? The Middle Ages? The 1780’s? Last year?
4. The fourth set of questions is **functional or occupational**. They center around the interrogative: “What?” What spheres of human interest concern me most? What kinds of human activity? Economics? Literature? Athletics? Sex? Politics?

Gottschalk, Louis. (1969). *Understanding History: A Primer of Historical Method*. New York: Alfred A. Knopf.

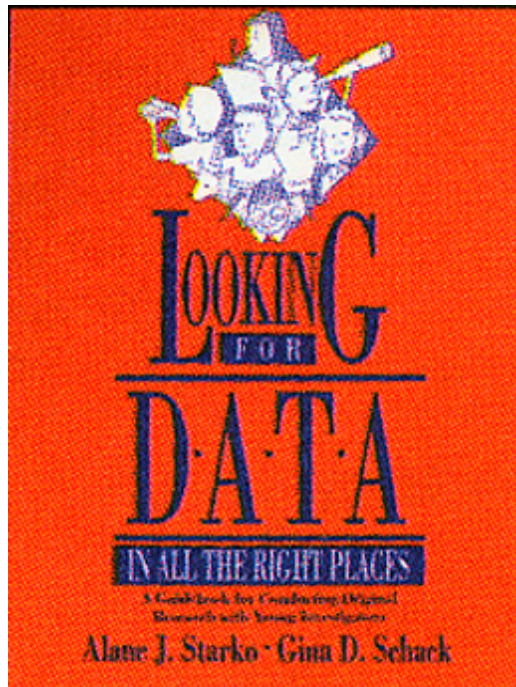
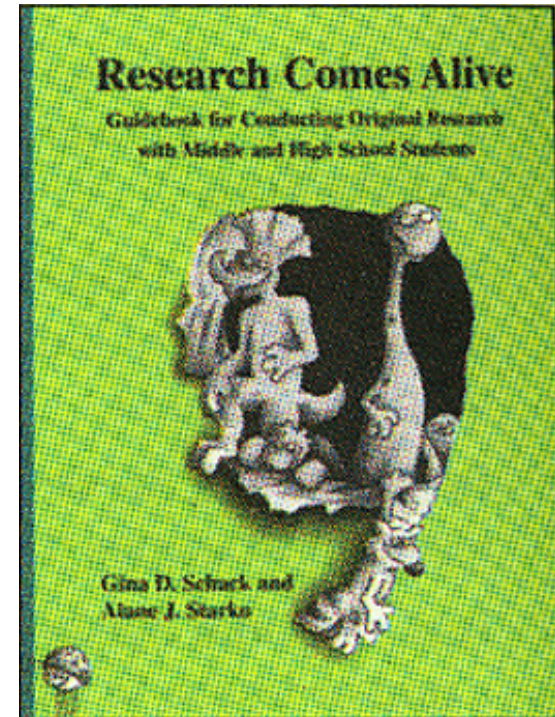
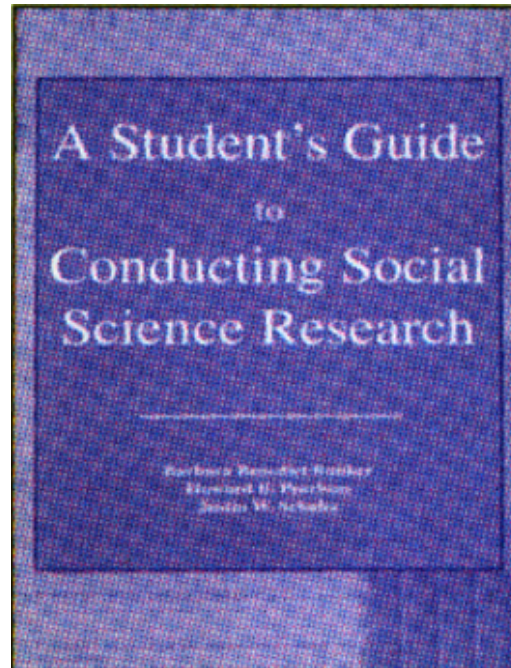
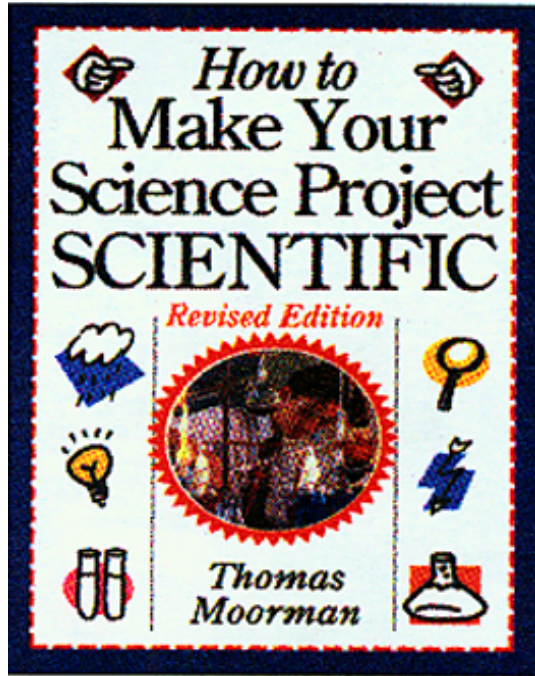
# Problem Finding and Problem Focusing

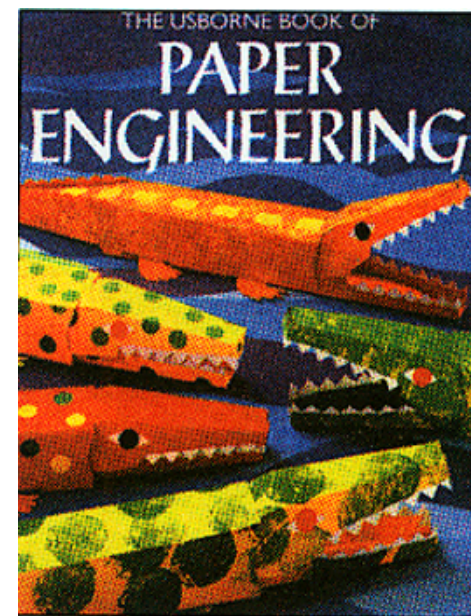
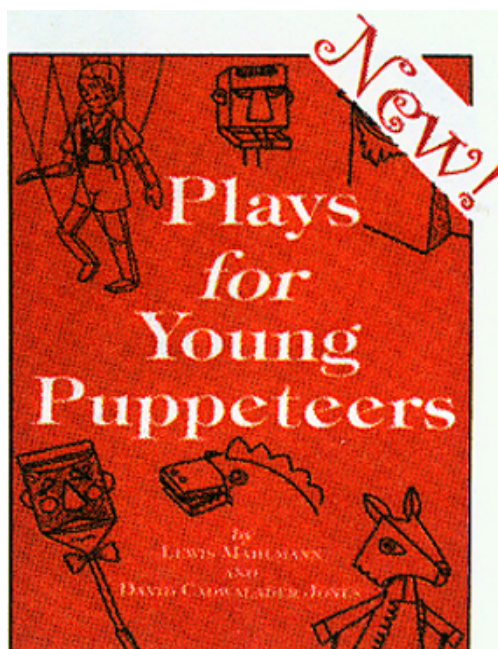
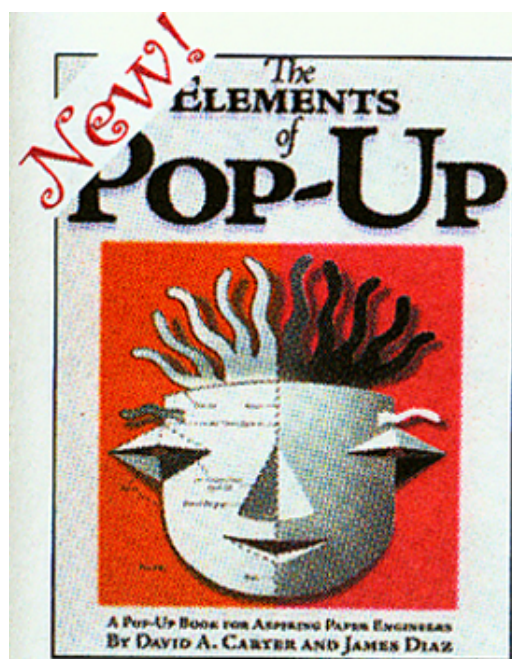
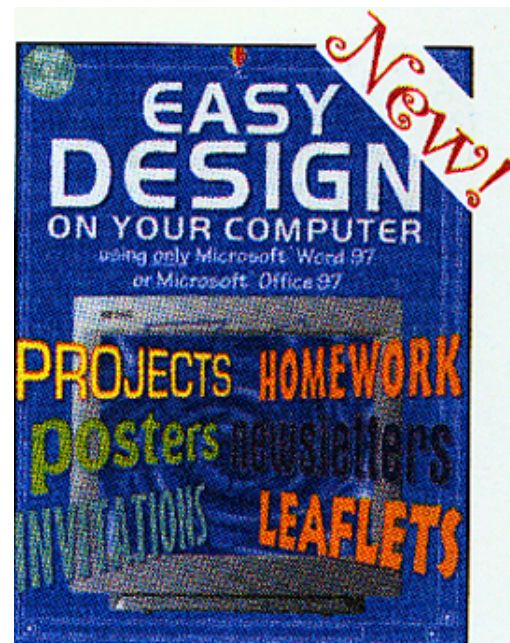
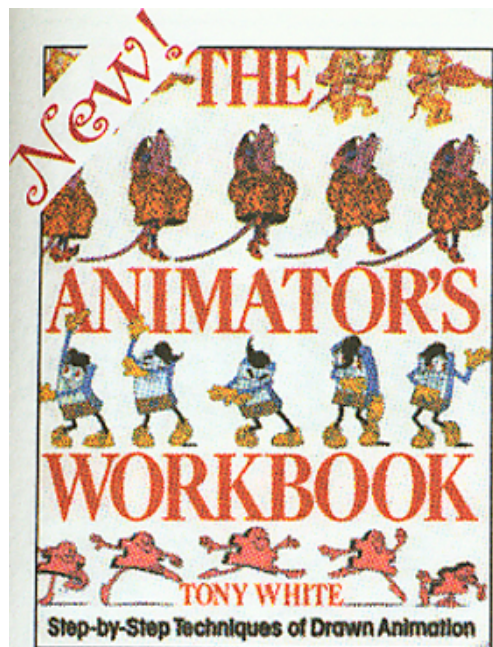


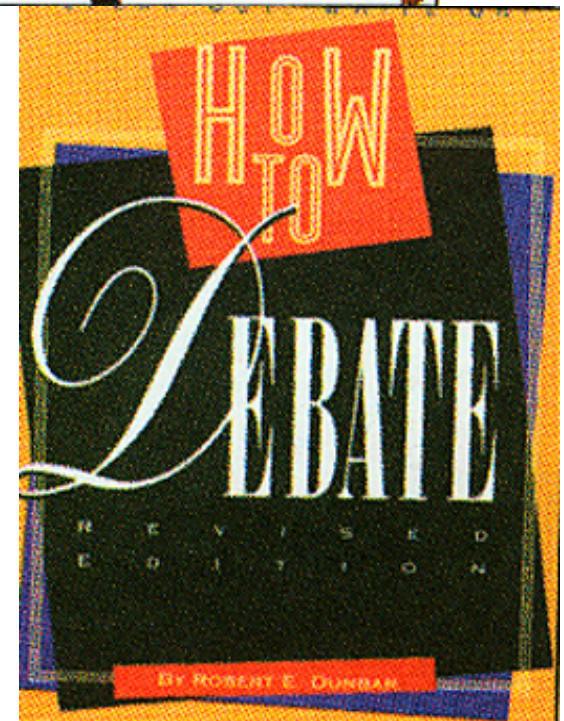
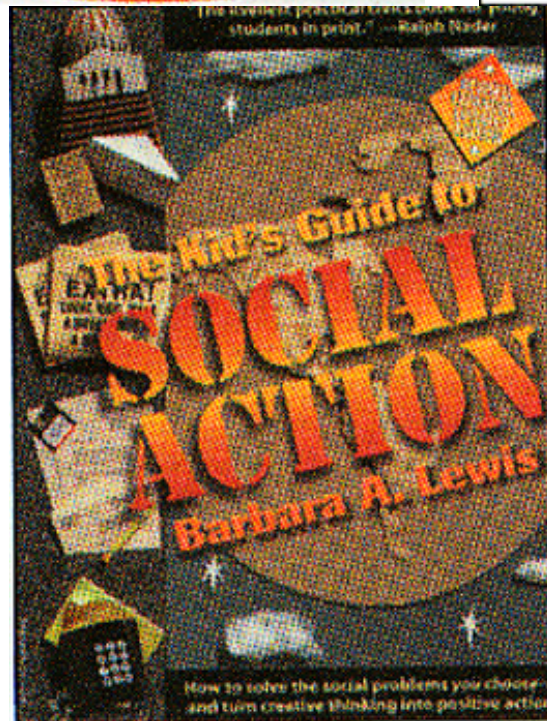
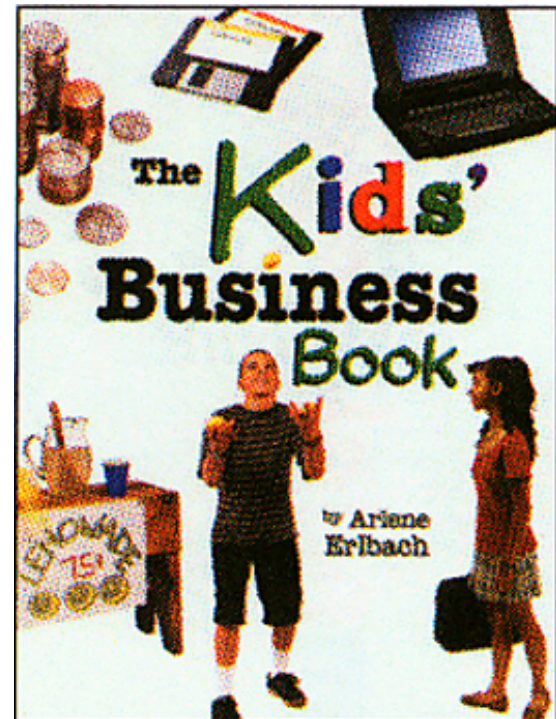
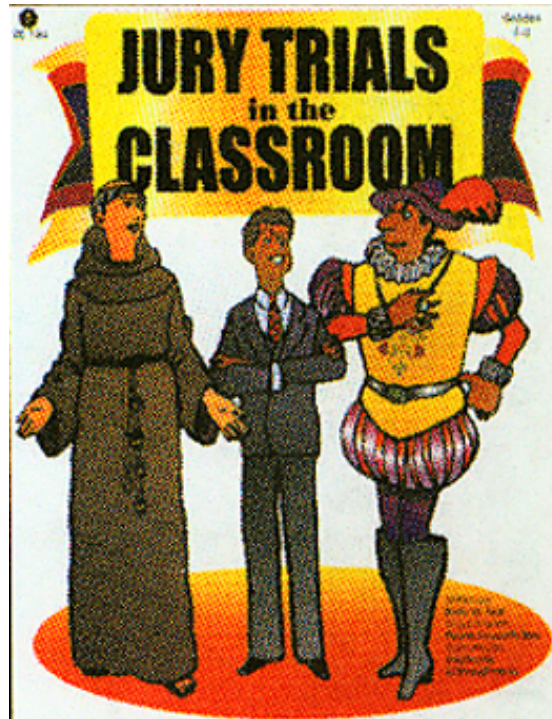
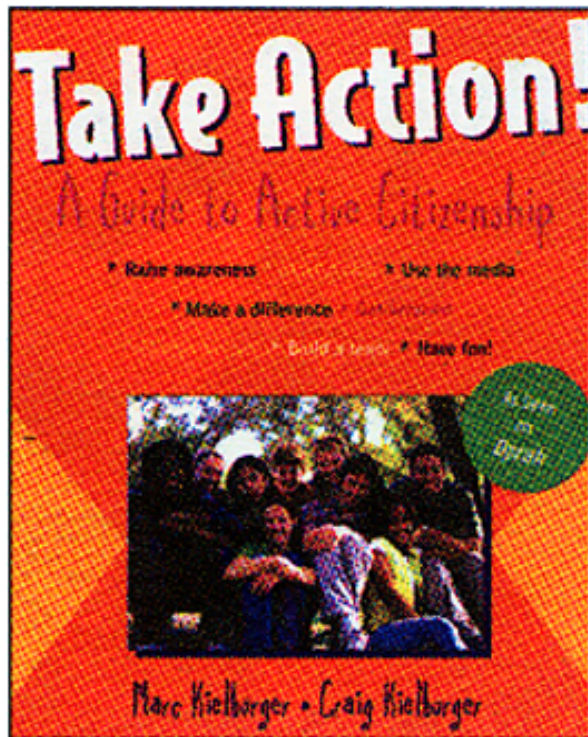
# Questions Raised by Historians



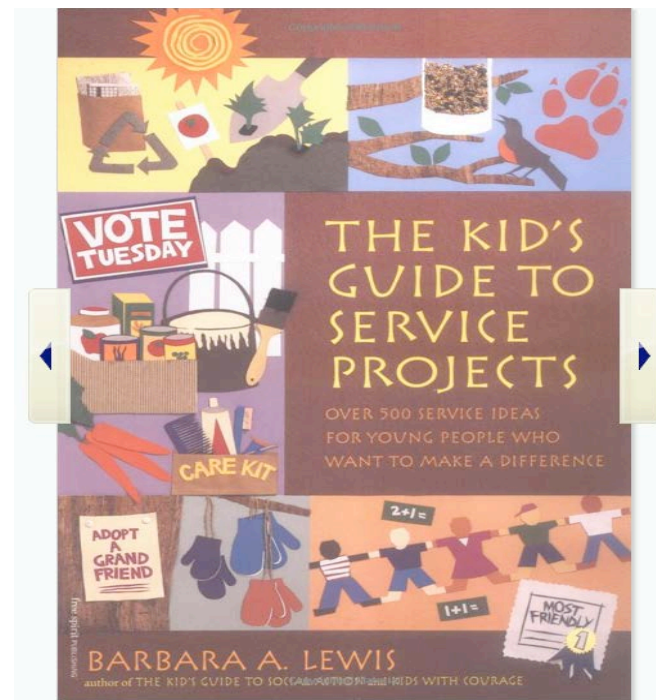
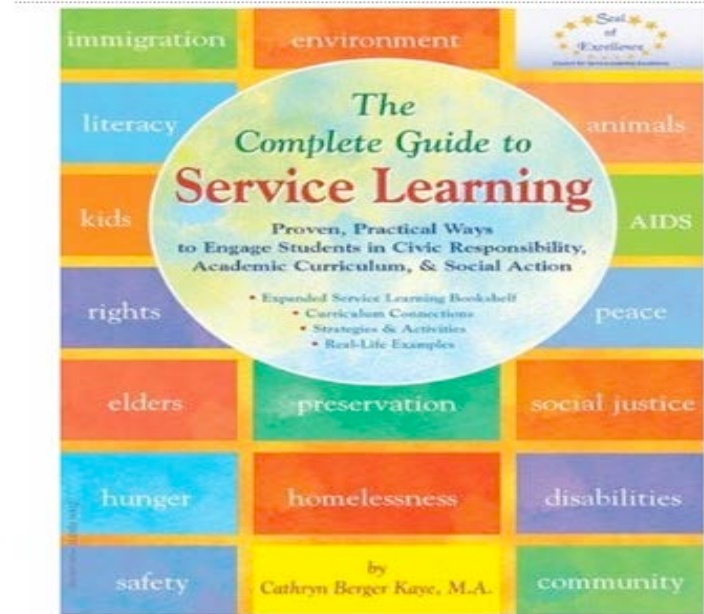
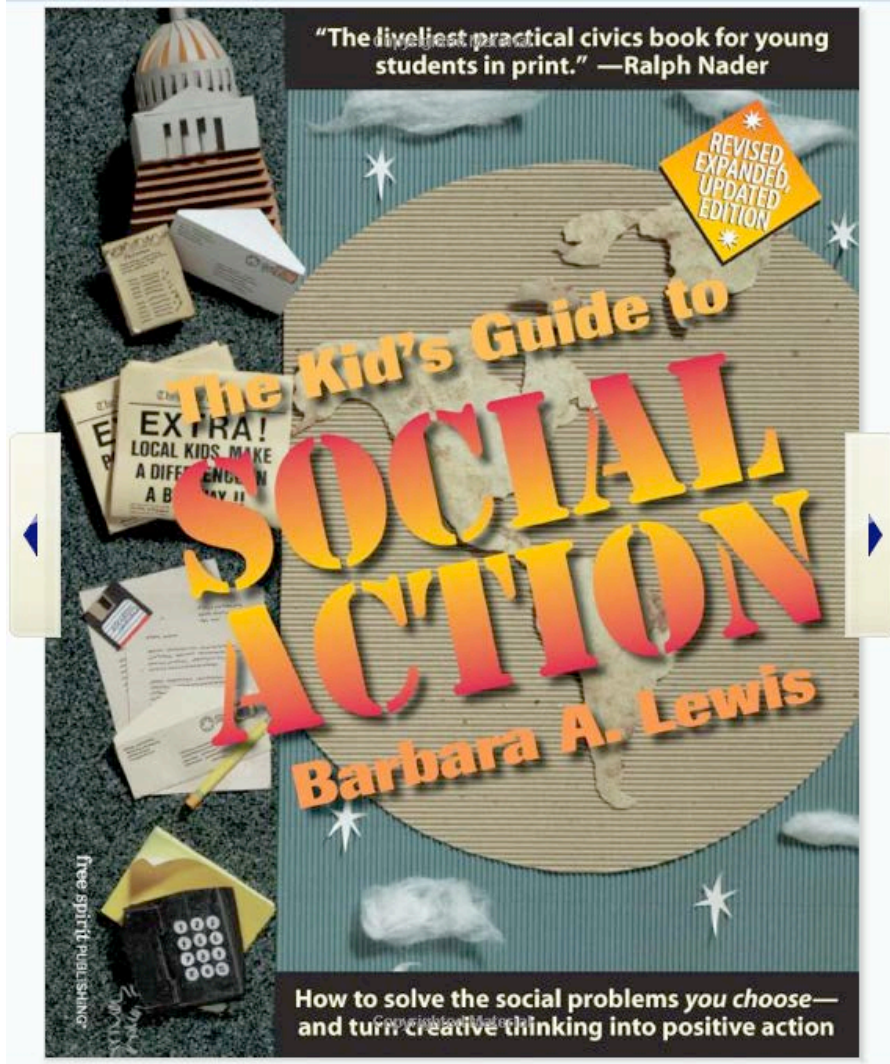
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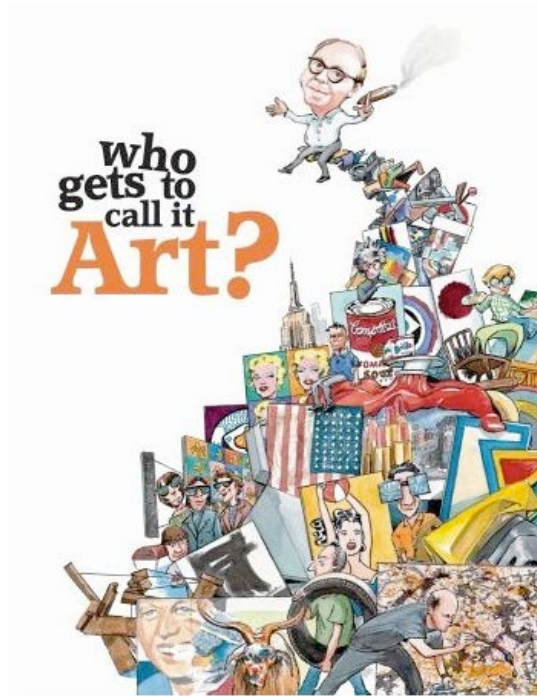
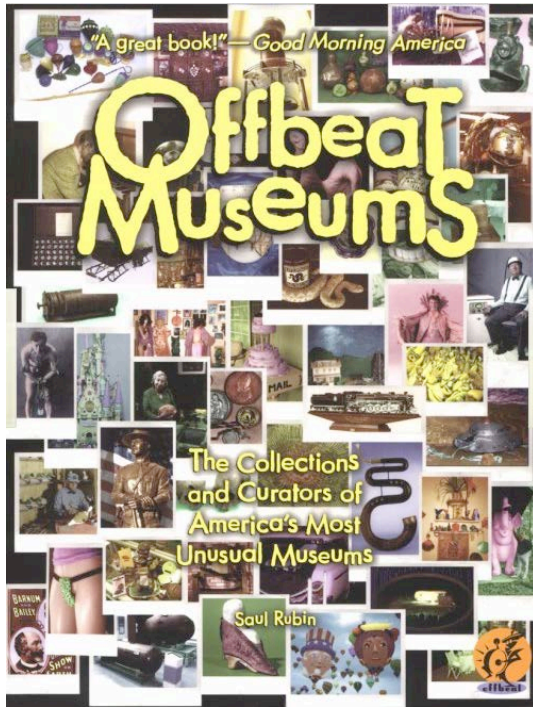




From the How-To Data Base at [www.renzullilearning.com](http://www.renzullilearning.com)



## How-To Books for establishing a museum...





# The Tolerance Museum at Metairie, LA



PHOTOS BY JOHN McCUSKER / THE TIMES-PICAYUNE

Student Mayank Mardia, 11, talks to Thuy Phan and Vasiliki Tsongas, front to back, about the Hitler youth movement at the Tolerance Museum at Metairie Academy for Advanced Studies in Old Metairie on Thursday. Students created the series of exhibits, hands-on activities and oral histories based on the lessons of their teacher Wendy Foy.

## Students talk up tolerance

# Museum of Inspired Learning

Mc White  
Museum  
Room 115

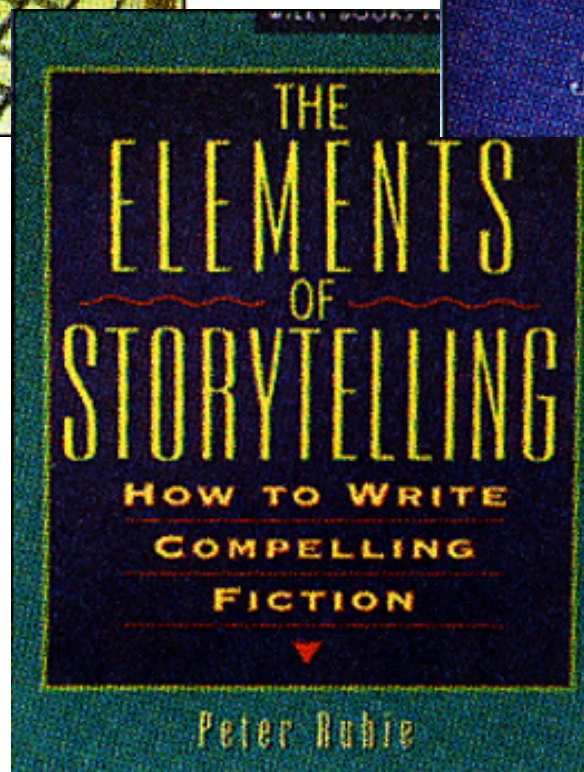
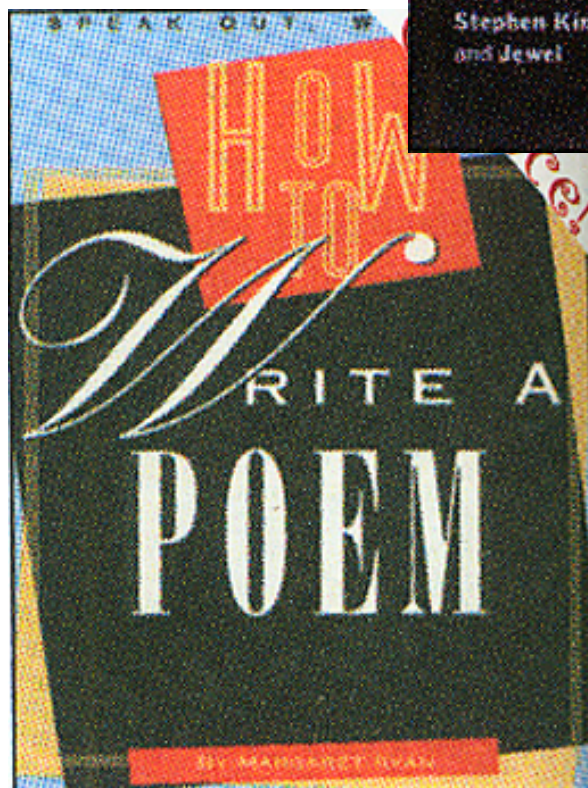
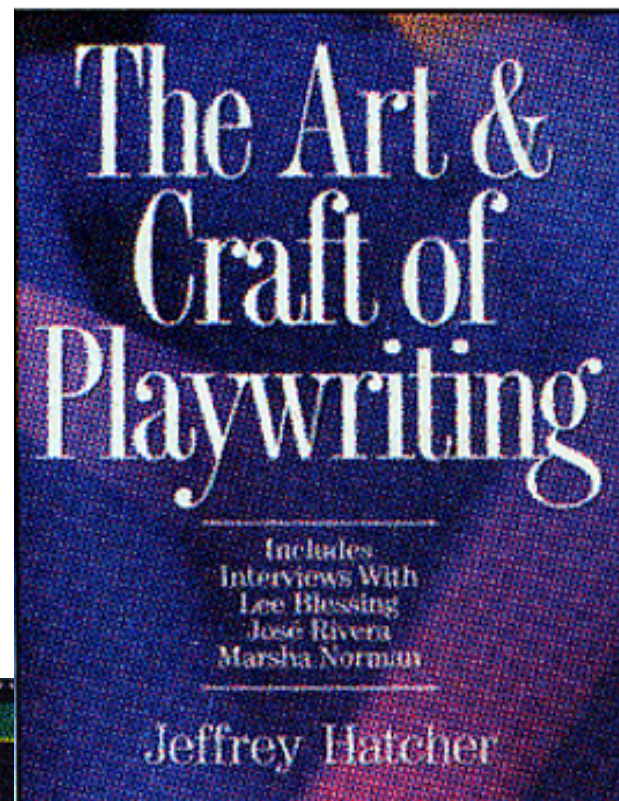
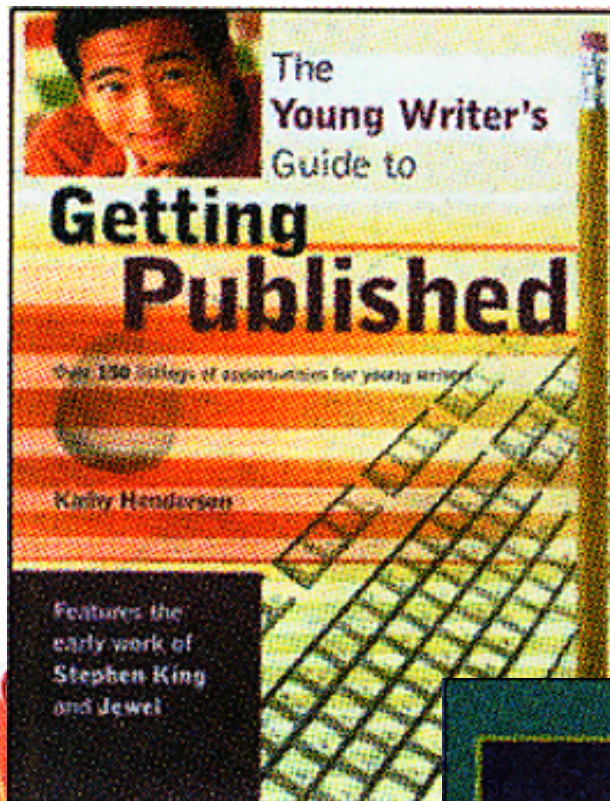


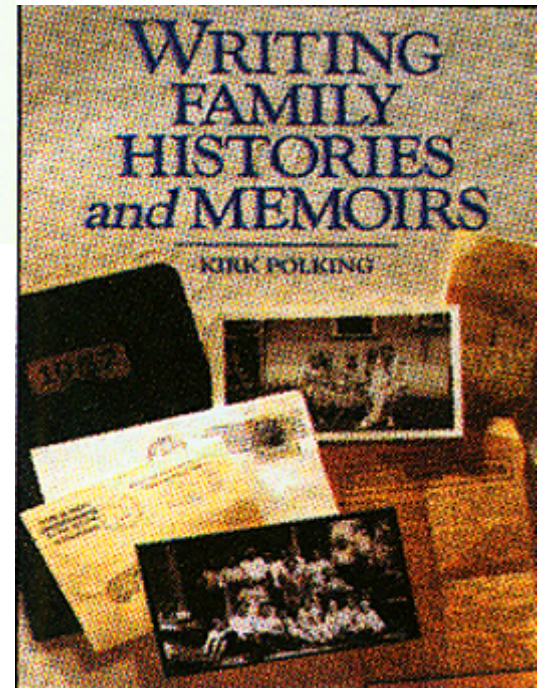
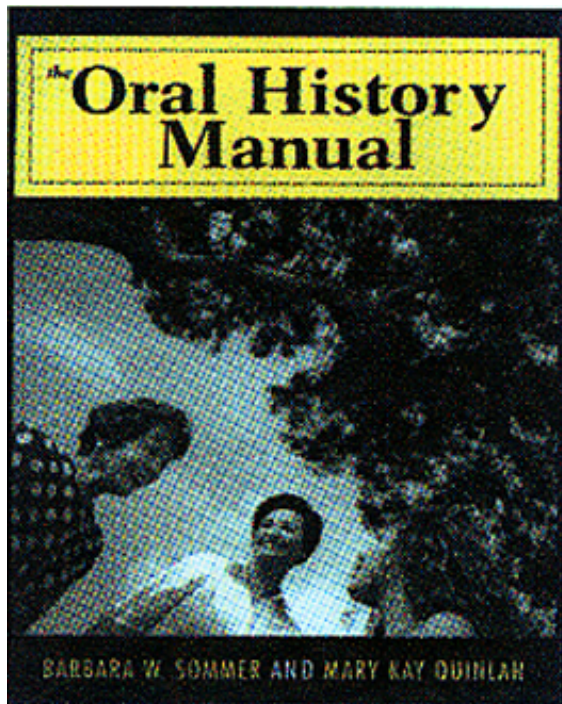
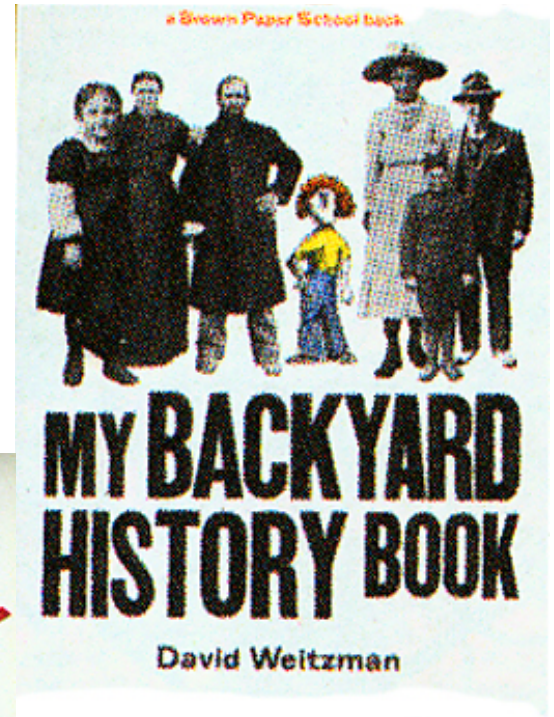
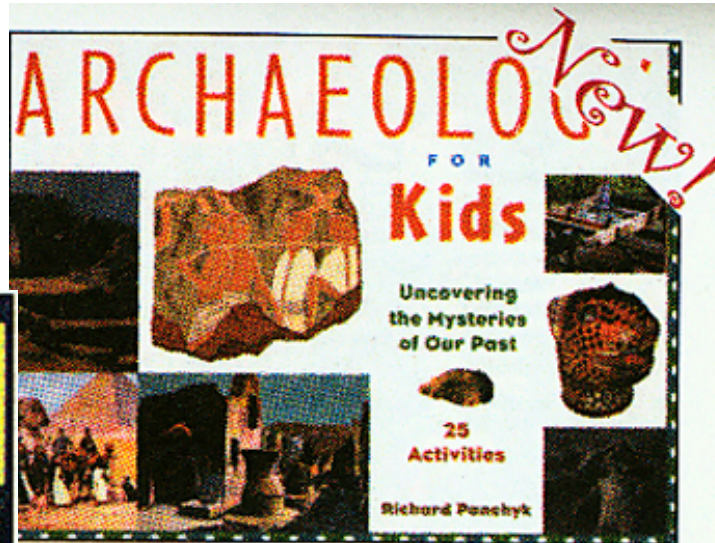
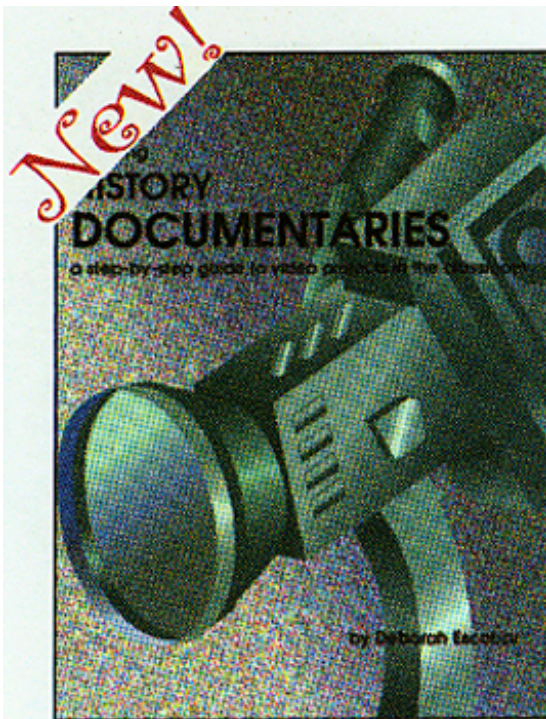


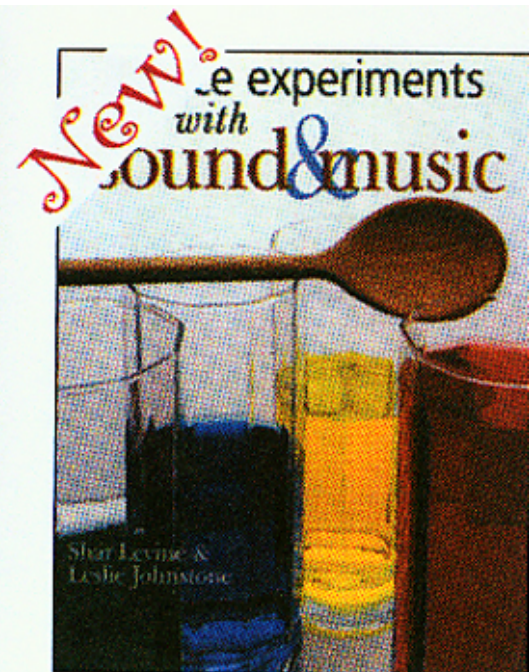
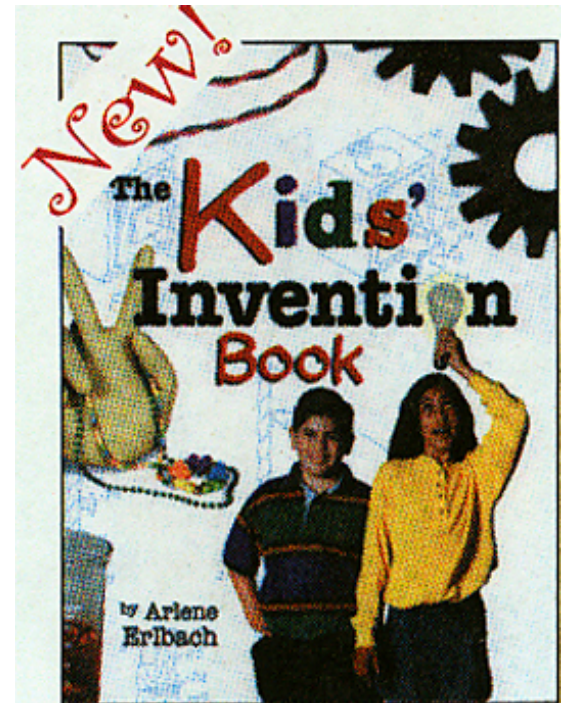
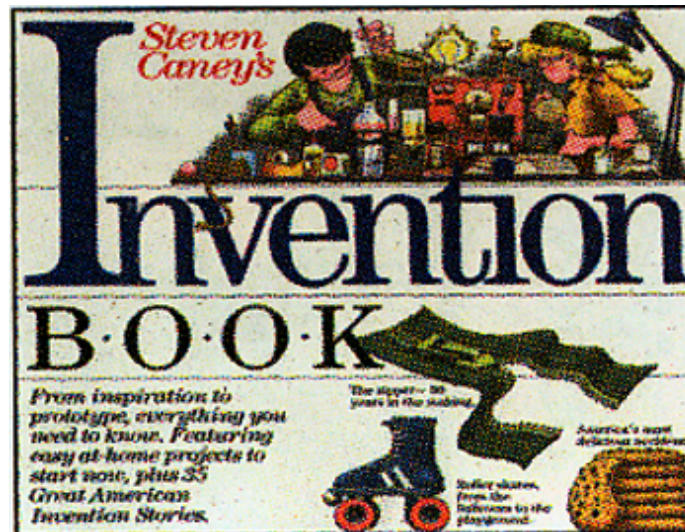
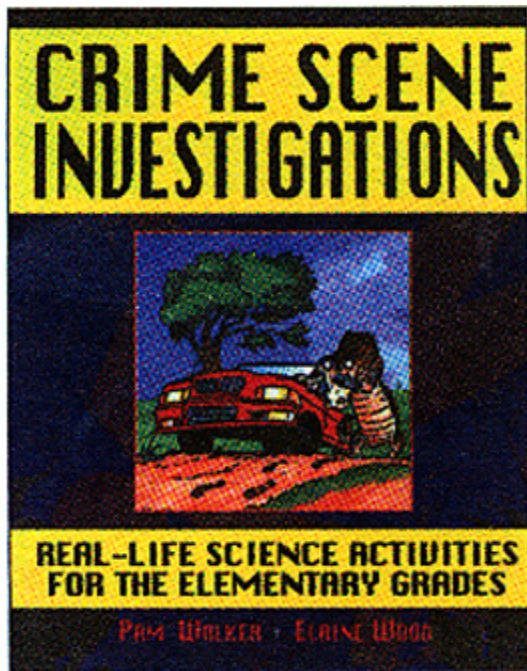
**Pictured is a fossil of a jaw belonging to Tinker, a juvenile Tyrannosaurus Rex. This fossil, and several others are now on display at the Museum of Inspired Learning at the DaVinci Academy.**

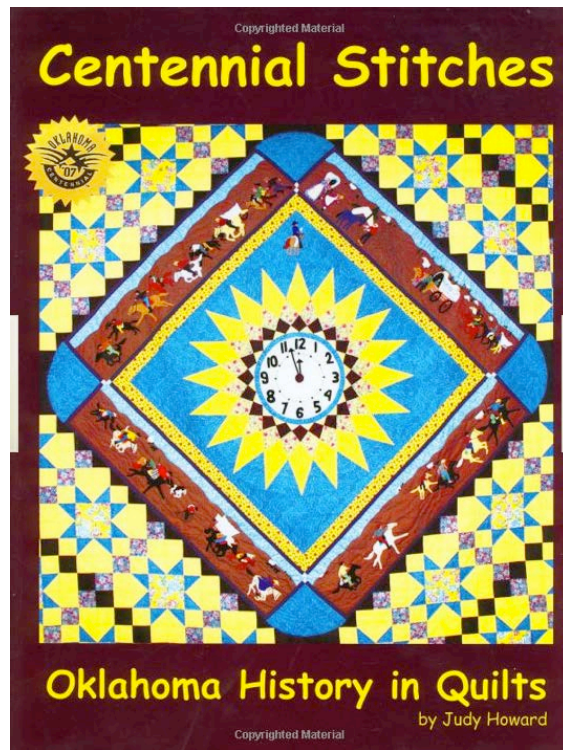


**Eighth-grader Andrew Hathcock, 13, discusses energy transformation using wind turbines as an example Thursday inside the "Elements of Change" exhibit at the Museum of Inspired Learning at DaVinci Academy.**

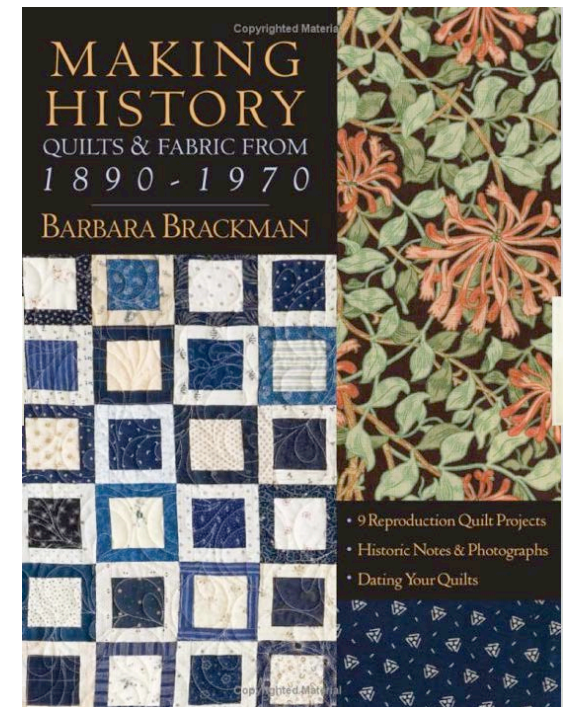




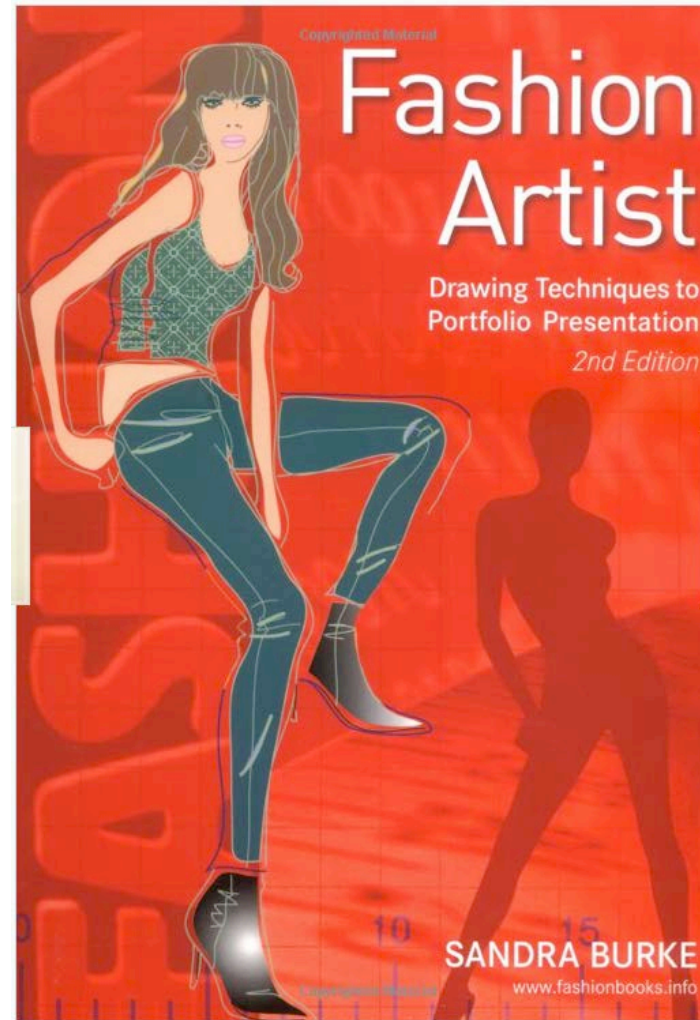
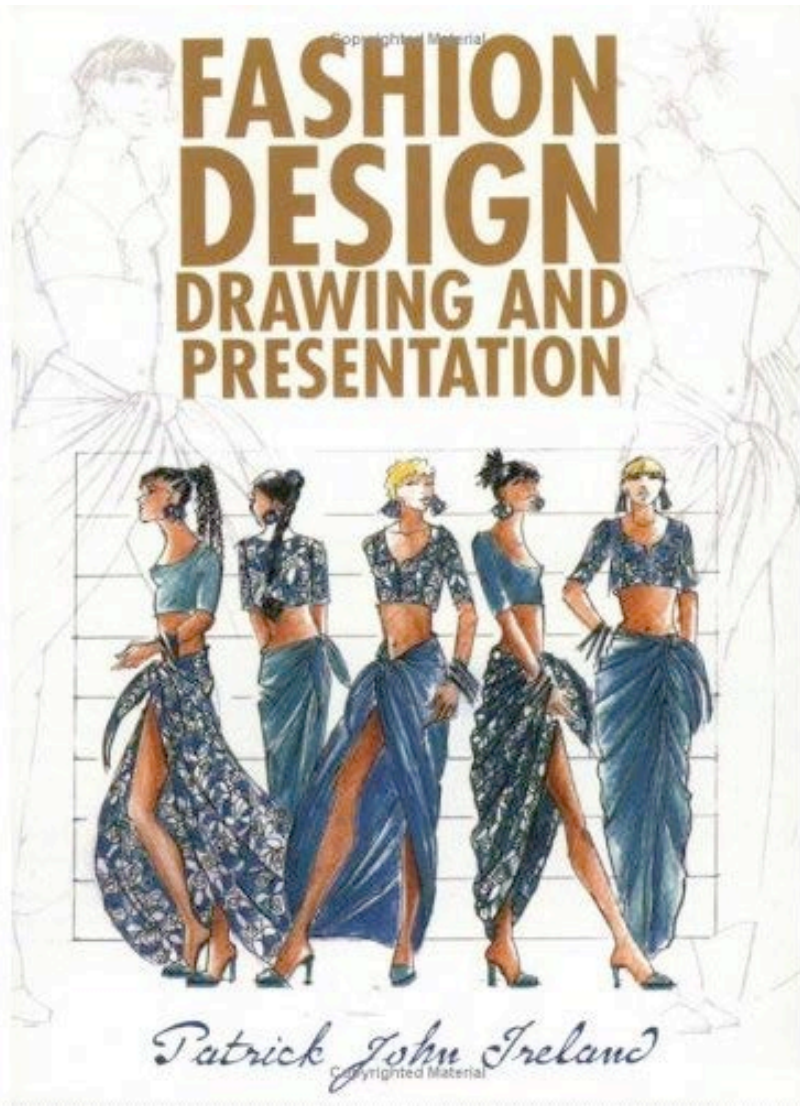




## The importance of How-To Books







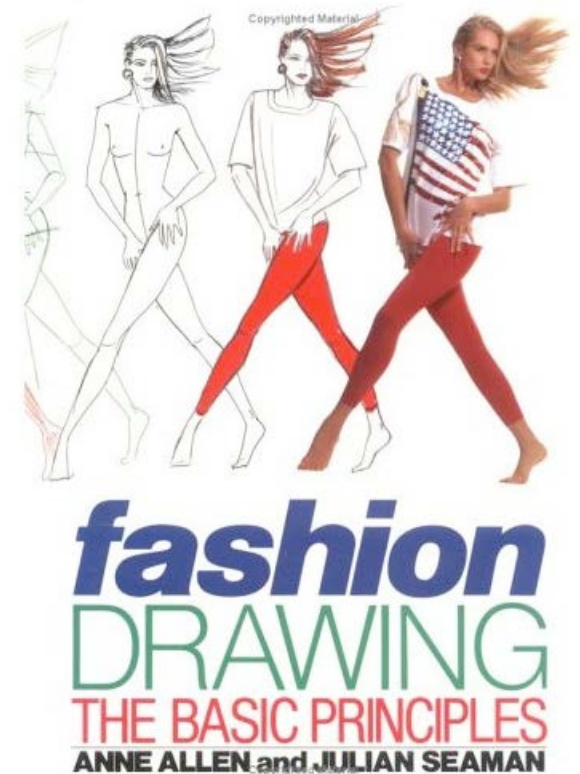
# Basic Principles and Major Concepts Used In Fashion Design

## Principles

Contrast  
Rhythm  
Unity  
Emphasis  
Pattern  
Movement  
Balance

## Concepts

Value  
Color  
Form  
Shape  
Line  
Space  
Texture



[crystal@interaccess.com](mailto:crystal@interaccess.com) Ask for information  
about their design poster series.

# A Century of Couture

A History of Women's Fashions from  
1900-2000



Click Picture

# Table of Contents



00's



10's



20's



30's



40's



50's



60's



70's



80's



90's

Background Information

Fashion Terminology

# Background Information

Women's fashion has been one of society's greatest indulgences since the beginning of time. This is very evident in the cultures of Ancient Egypt and the Maya. However, the past hundred years have been a tumultuous and buffeting ride for the fashion industry.

At the beginning of the century, fashion was reserved for the wealthy. The poorer class of society usually made their clothing at home, which resulted in less extravagant, simpler clothing. However, as the demand for fashion grew, tailors and dressmakers became more and more common, and fashion began to be available to the lower tiers of society.

The demand for fashion grew so great that an industry was born, and the manufacturing of clothing began. Standardizing was introduced, and fashion was available to the masses. Manufacturing in America also provided jobs for a cheap labor force of immigrants. In Europe, Paris was beginning to take shape as a fashion capital, and couturiers began to open their houses.

The two world wars had a huge effect on the fashion industry. World War I forced women into the workforce. This caused fashion to become slightly less extravagant, and also led to the women's work outfit. World War II had a similar effect. Practicality became a large issue, and restrictions on the availability of fabric caused slimmer silhouettes and other fabric conserving new trends.

After the war, most of Europe and America enjoyed prosperity, and interest in fashion kept on spending increased. Because of this, the number of clothing stores grew, and New York, Milan, and London accompanied Paris as fashion capitals.

In the later decades of the 20th century, social and cultural revolutions brought on wild and unpredictable new fashion trends, especially in the 1960's, in the 70's, 80's, and 90's, new technologies resulted in new fabrics and fabric manufacturing. Currently, almost all manufactured clothing is laser cut to the smallest detail.

Obviously, fashions have changed dramatically from the beginning of the century. The last ten decades document to changes that fashion in Eastern cultures went through, and eventually shaped what we know as fashion today.



[Back to Table of Contents](#)

In the 1920's, The flapper or "Bright Young Thing" reigns. The hemline has receded to one or two inches below the knee, and the new silhouette is a loose chemise that lengthens the torso and hides all curves. As well as these typical styles, handkerchief hemlines, bias cuts, and floating panels are also in vogue. Clara Bow, or the "It Girl", is the popular actress in movies and also helps to popularize the vamp look. The original gamine is introduced (Audrey Hepburn) The chic extras of the decade are cloche hats, headwraps, costume jewelry, silk flowers, and fur wraps. Also, during prohibition, it was considered fashionable to tote liquor or "hooch" in a small flask, and also to carry a long cigarette holder, often jeweled. Nude and flesh toned hose replace the usual blacks and primary colors. "Sportif" fashions gain popularity as sports do as well. Beachwear becomes essential, as well as Chanel's lounging pajamas. She also popularizes the snappy suit and use of the jersey.

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## 1920-1929



[Click Picture to See Other Images from the 1920's](#)

### Popular Names of the 1920's

- Coco Chanel gains popularity with her introduction of snappy suits and the lounging pajama.
- Madeline Vionnet reopens her house in 1919 and becomes a well-known designer with her work on the bias.
- Clara Bow, or the "It Girl" is the leading lady in the movies and popularizes the flapper look.
- Norman Hartnell, Edward Molyneux, and Jean Patou are all influential designers in this decade.

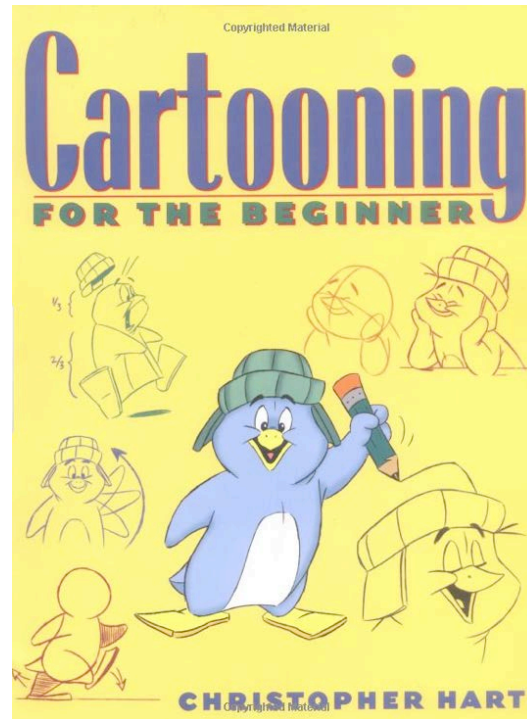
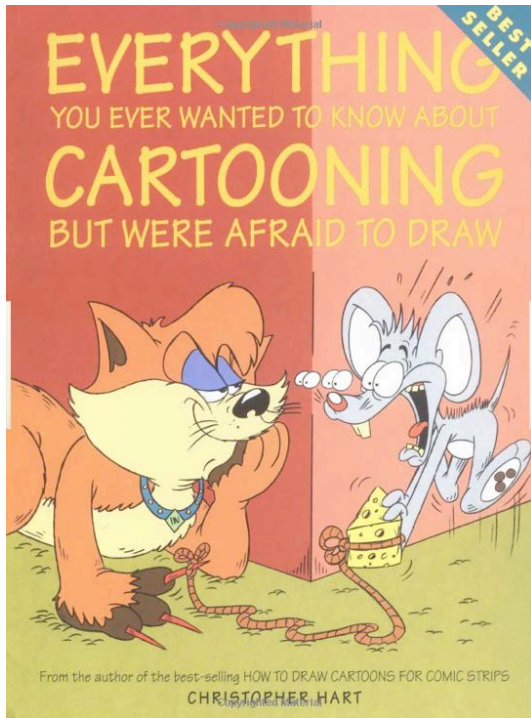


*Prom*

## DUCT TAPE PROM FASHIONS

Why spend big bucks on formalwear when you can fashion your own distinctive tux or gown out of 100% pure duct tape?

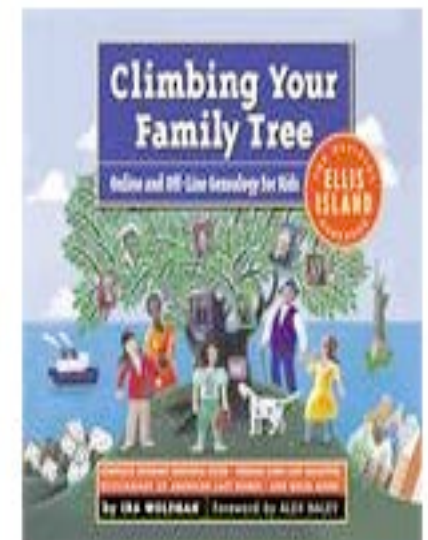
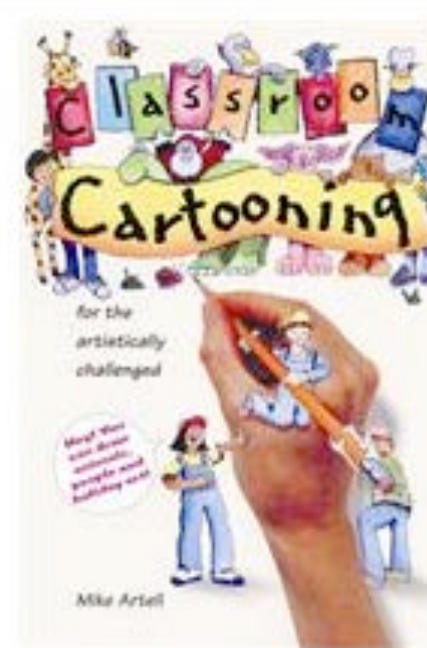
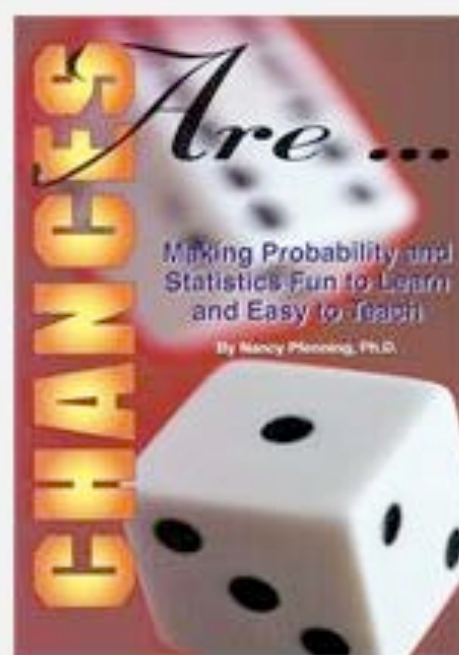
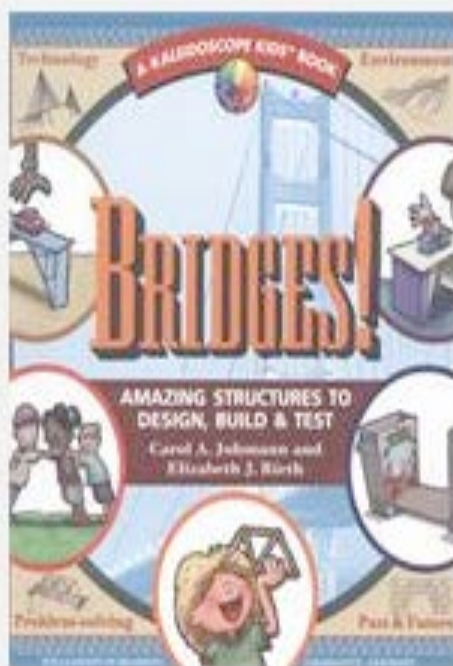
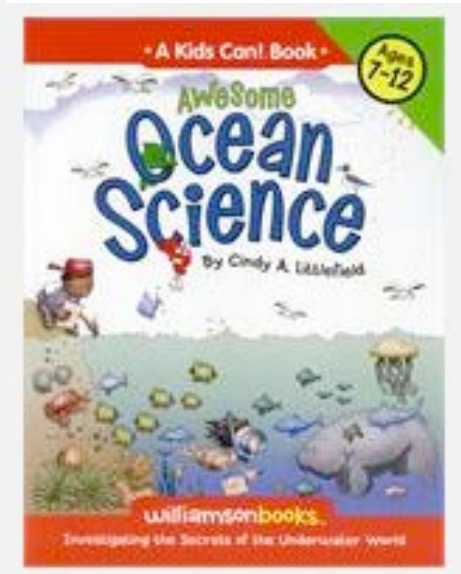
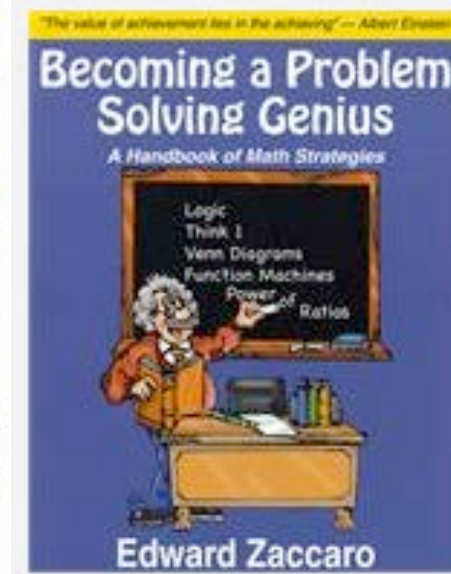
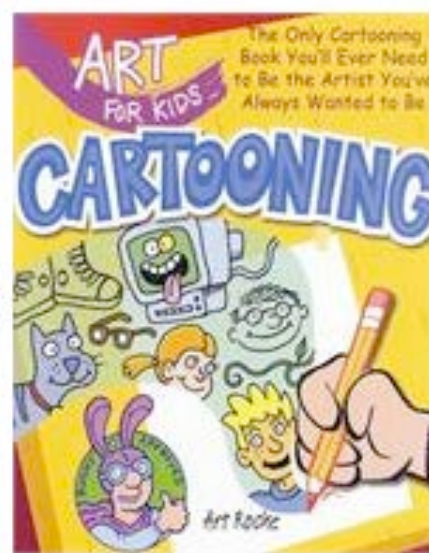
And with duct tapes insulating value, you'll be the hottest couple on the dance floor!







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• Fine and Performing Arts  
• Leadership  
• Service Learning



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Big Prize  
Money,  
and  
Recognition



Frances A. Karnes & Tracy L. Riley

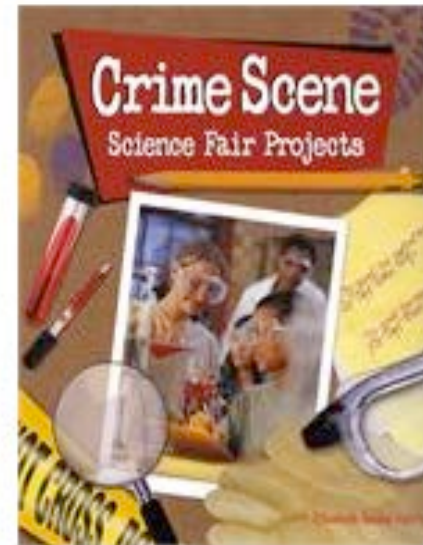
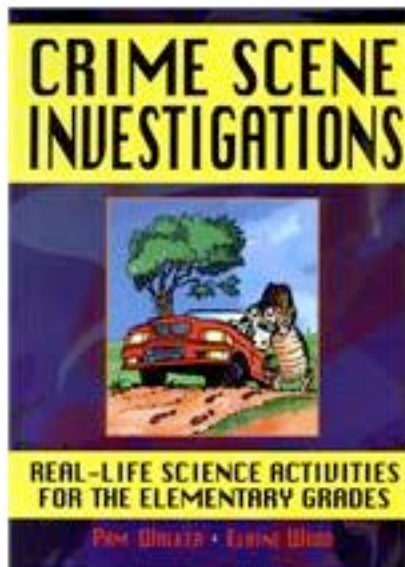
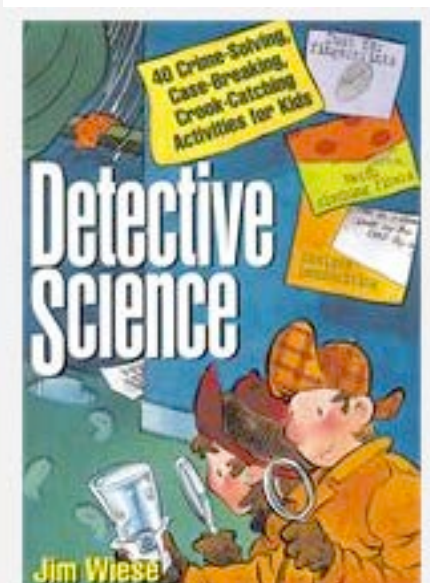
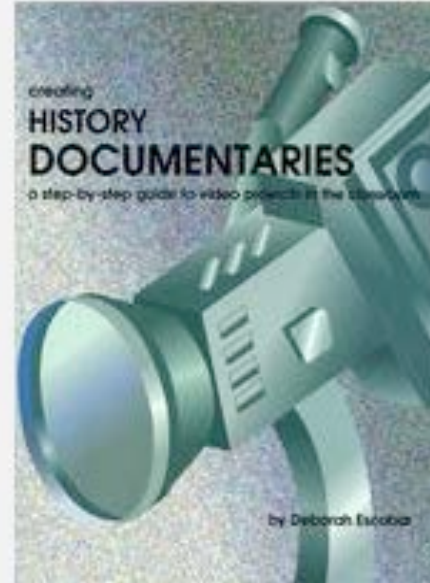
THE COMPLETE HANDBOOK FOR TEACHERS, PARENTS, AND STUDENTS

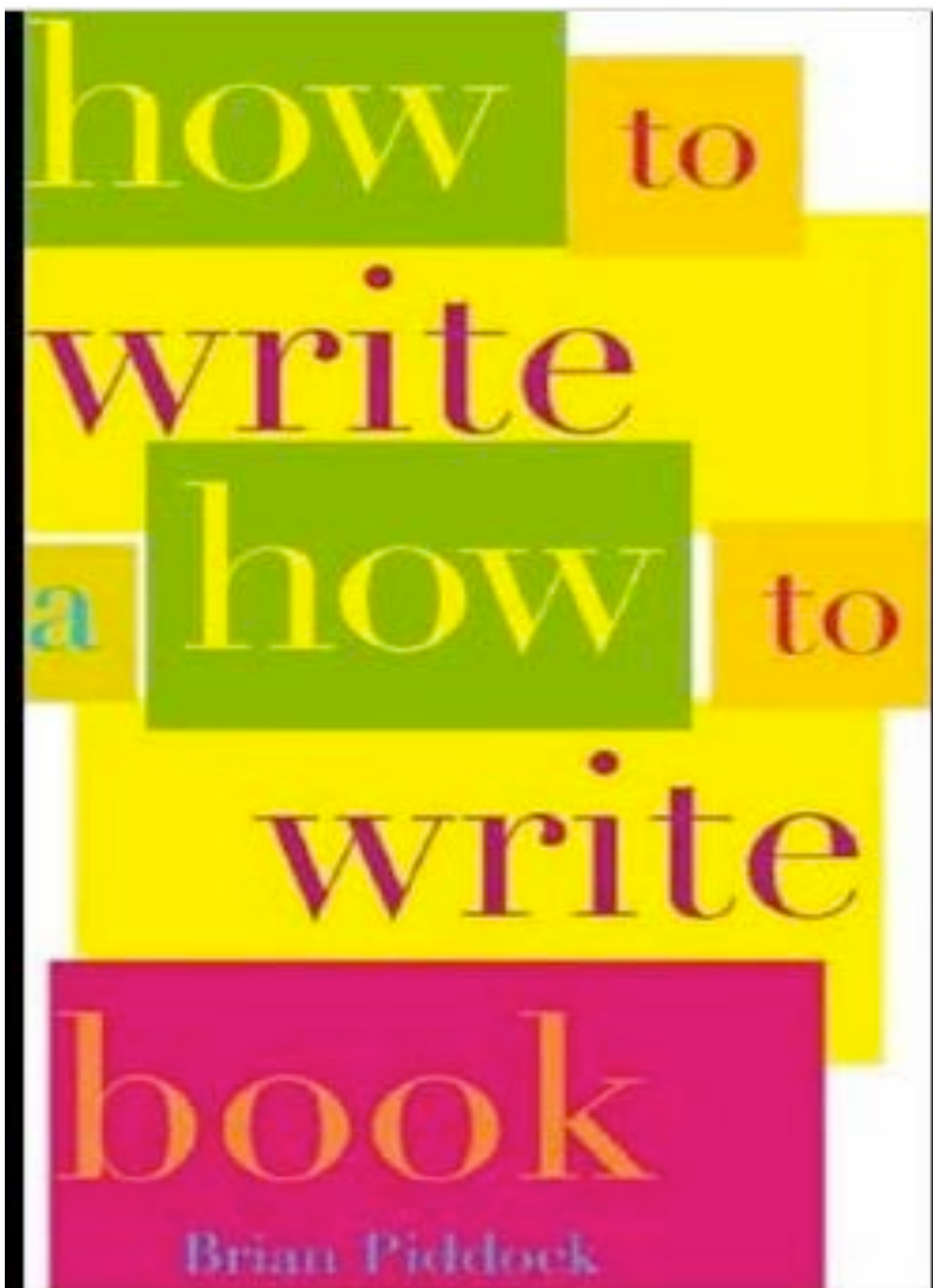
# Creating Award- Winning History Fair Projects



- GUIDANCE FOR THE BEST PROJECTS
- PRACTICAL TIPS FOR DEVELOPING TEACHERS, PARENTS, AND STUDENTS
- STRATEGIES FOR RESEARCHING AND WRITING
- GUIDANCE FOR GRADING AND DISPLAYING

HELEN BASS





how

to

write

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a

to

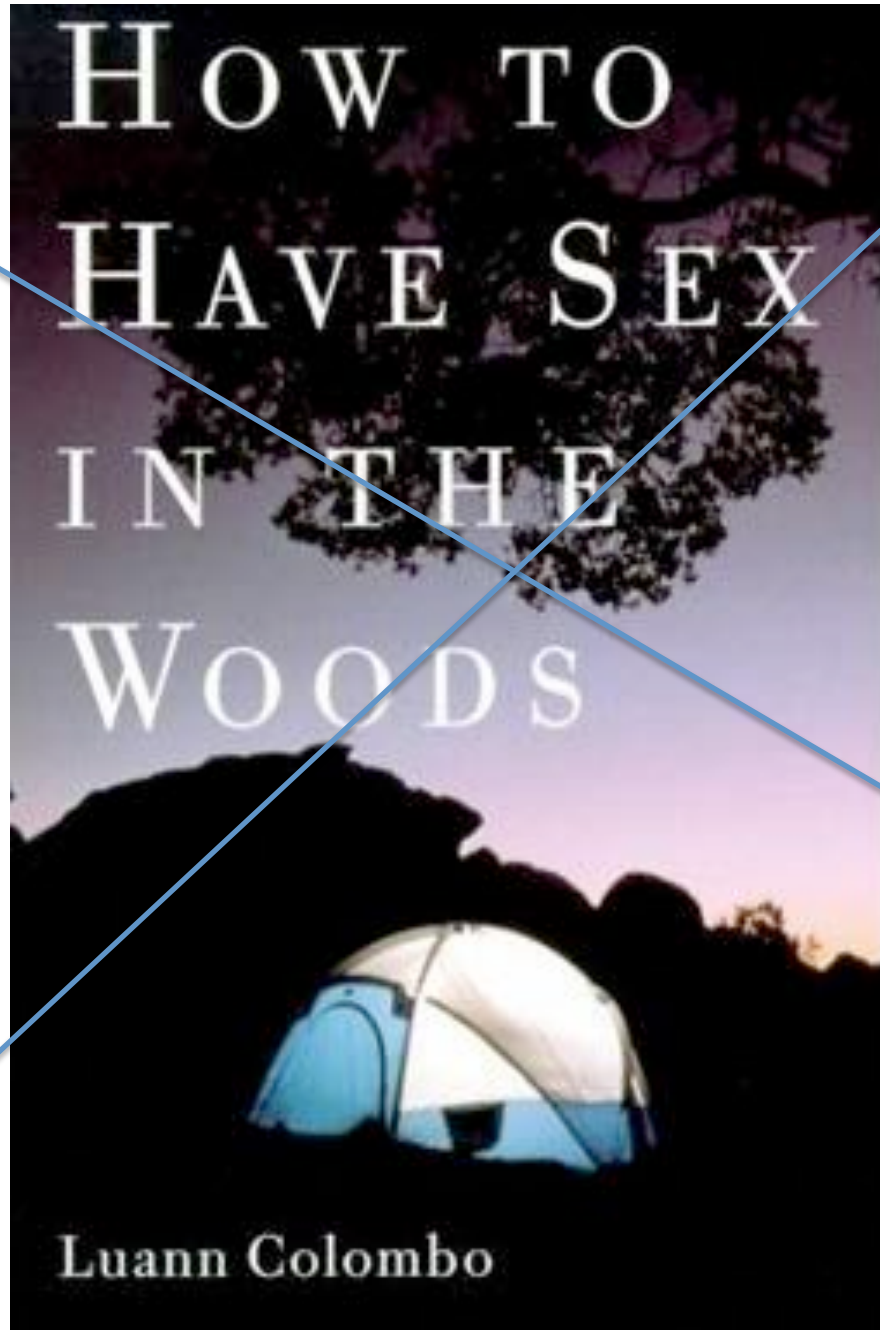
write

book

Brian Pidcock

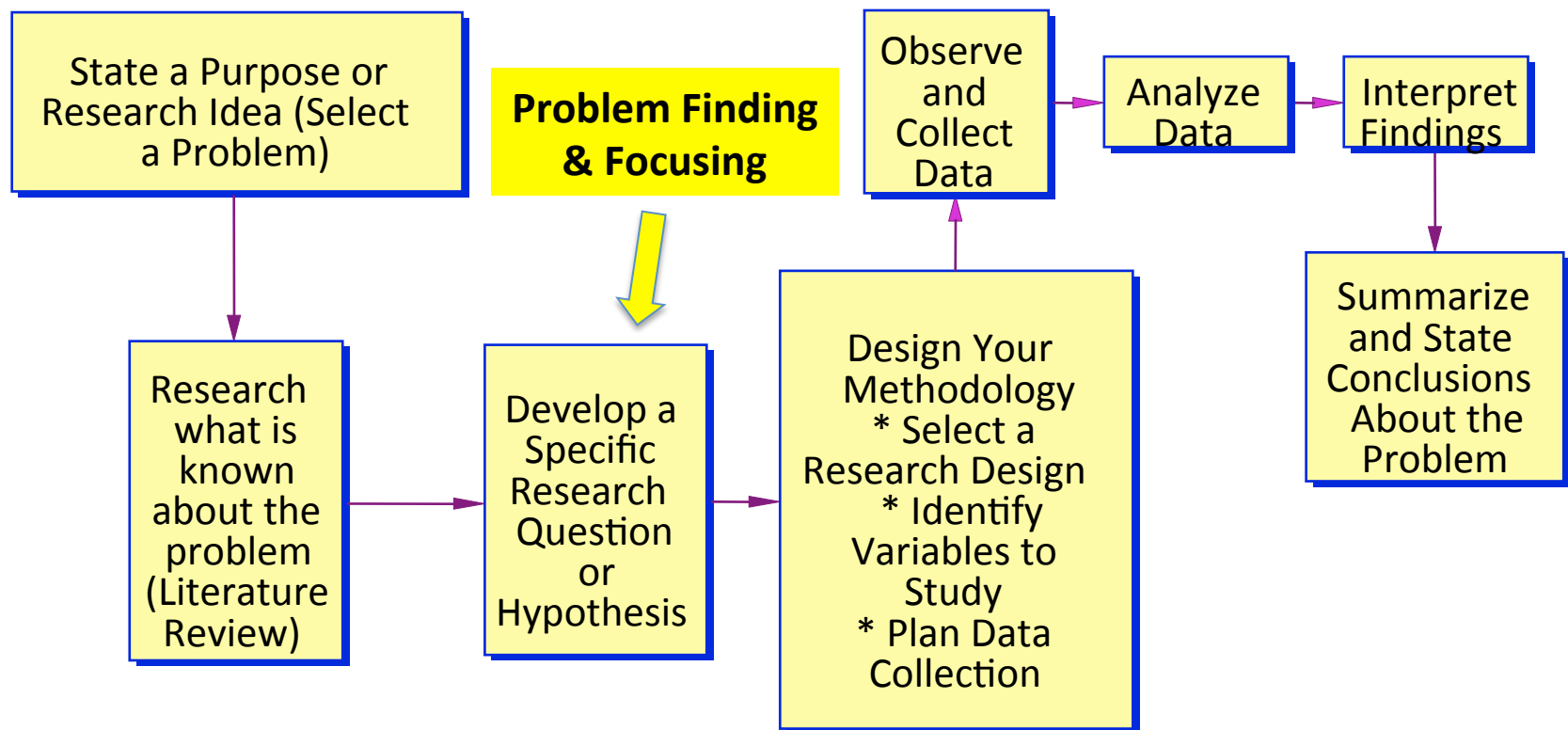
HOW TO  
HAVE SEX  
IN THE  
WOODS

Luann Colombo



**Practical Hint # 2: Think Data/Think Instruments.** Teach kids about the investigative process and how professionals go about gathering, analyzing, and reporting data in various fields through the use of appropriate instruments. [Great Type II Enrichment Activities that should be steered toward Type III Enrichment]

# The Research Process



# **The Main Features of Problem Finding and Focusing In Investigative Learning**

**Students Engage in Exploratory Rather than “Right Answer” Oriented Questions**

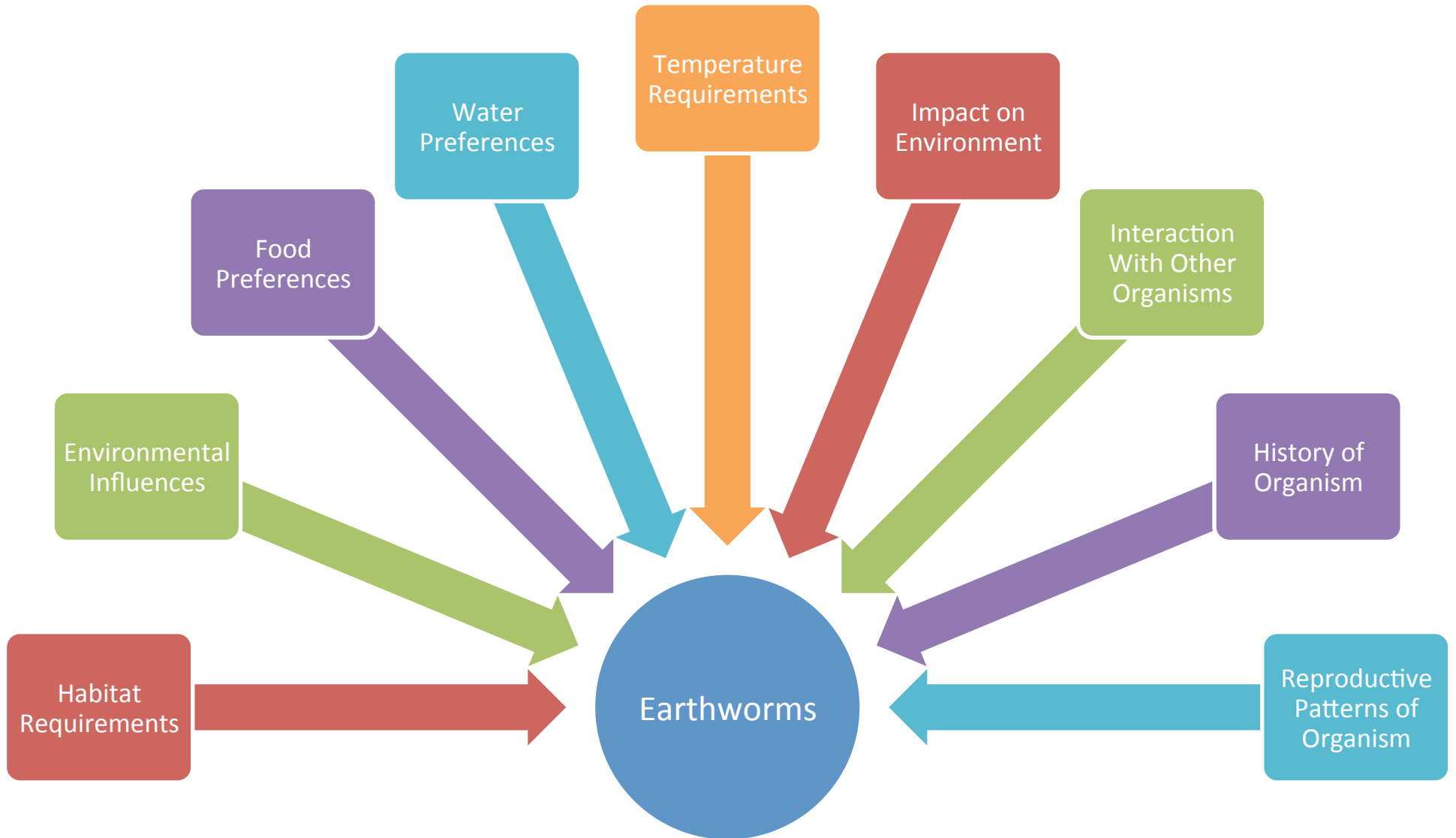
**Students Give Priority To Finding Evidence When Discussing Questions**

**Students Formulate Explanations From Evidence**

**Students Connect Explanations to Pre-existing Knowledge**

**Students Communicate and Justify Their Explanations**

# Questions Raised by Scientists - Organisms





# Independent Variables

...a variable that affects the outcome of a study

# Dependent Variables

...the variable measured at the end of the study to see if the groups have significantly different values.



# Confounding Variables

...a variable other than those the researcher is investigating that could account for the outcome of a study.

## The Real Dirt on Antibacterial Soaps

**A**ntibacterial soaps are no better than regular soap. Experts have said so for years. But that hasn't stopped millions of Americans from snapping up the supposedly superior germ killers—now 76 percent of the liquid-soap market. Part of the problem was the lack of rigorous studies to back up the experts' claims. But last week at the annual meeting of the Infectious Diseases Society of America, Elaine Larson, associate dean for research at Columbia University's School of Nursing, came up with the goods. In a randomized, double-blind, controlled study—the type of trial used to test pharmaceuticals—she surveyed 224 New York City home-

makers. Half were given ordinary liquid soaps for a full year and the other half received antibacterial soaps. All participants' hands were cultured for germs at the beginning and the end of the study.

The results? At the outset, all participants' hands were teeming with 800,000 to 1 million bacteria. "That's normal," says Larson. "People can have up to 10 million on their hands." By the end of the year, tests revealed that they had just 300,000 or so. It didn't matter whether they used antibacterial soap or not. The difference was that they were taking more time to wash their hands thoroughly, particularly the fingers, which come in contact with the most foreign ob-

jects during the day. Why don't antibacterial soaps do better? "They require several minutes of contact to work," says Dr. Stuart Levy of Tufts University, author of "The Antibiotic Paradox." "Most people wash their hands for three to five seconds." Unfortunately, residues of antimicrobial soaps do linger on sinks and countertops, where Levy says they may contribute to the development of drug-resistant bacteria. A better solution for people with babies or immune-compromised



**WASHED UP:** Studies show antibacterial soap is no better than the traditional kind

patients at home is to use an alcohol-based gel, which kills germs by drying them out. Last week the CDC recommended these waterless germicides even in hospitals. Not that's what the doctor ordered.

—ANNE UNDERWOOD

PHOTOGRAPHS BY DANIEL SCHNEITZ FOR NEWSWEEK

NOVEMBER 4, 2002 NEWSWEEK





Glo-Germ Light









Pedometer

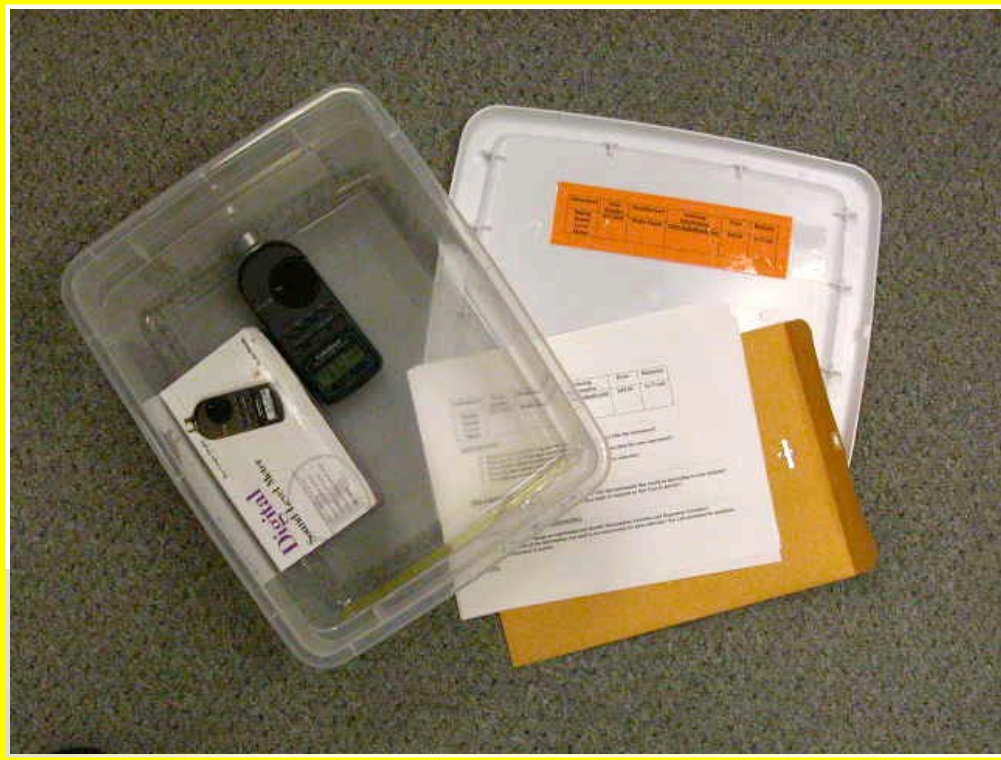






Sound Level Meter









For product information  
visit our website at  
[www.walk4life.com](http://www.walk4life.com)  
Or call us toll free at  
888-422-1806

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CALIBRATED FOR THE  
CORRECT FITTING OF  
GROWING GIRLS SHOES  
ONLY

RIGHT HEEL

LEFT TOE LENGTH

8 9 10 11 12

LOOK STRAIGHT DOWN  
OVER END OF TOES TO  
READ LEFT TOE LENGTH

THE ANNOCK DEVICE -  
YRACUSE, N. Y.  
PATENTED

LOOK STRAIGHT DOWN  
OVER END OF TOES TO  
READ RIGHT TOE LENGTH

RIGHT TOE LENGTH

8 9 10 11 12

SPECIALLY DESIGNED AND  
CALIBRATED FOR THE  
CORRECT FITTING OF  
GROWING GIRLS SHOES  
ONLY

LEFT HEEL

Stride Rite

SLIDE BAR TO FOOT  
FITSLY FOR THIN FOOT  
LIGHTLY FOR WIDE FOOT

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

4 3 A A B C D E E  
WIDTH-LEFT FOOT

Stride Rite

SLIDE BAR TO FOOT  
FITSLY FOR THIN FOOT  
LIGHTLY FOR WIDE FOOT

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

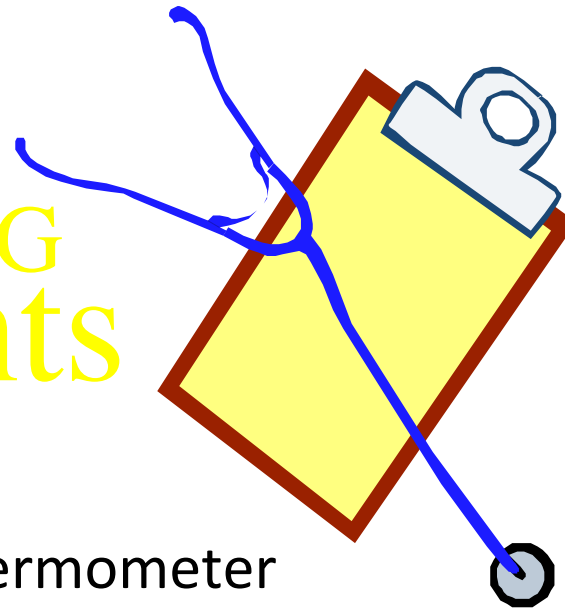
E E D C B A A 3 4 5  
WIDTH-RIGHT FOOT

# DATA

## GATHERING

# Instruments

and Techniques



Interview  
Questionnaire  
Rating Scale  
Observation Record  
Sociometric Device  
Salt Analyzer  
Metal Detector  
Dissecting Kit  
Biofeedback Monitor  
Maze

Thermometer  
Barometer  
Litmus Paper / pH meter  
Blood Pressure Monitor  
Color Blind Test  
Pedometer  
Respiratory Flow Meter  
Camera  
Tape Recorder  
Video Recorder

Water Test Kit  
Oxygen Analyzer  
Magnifier  
Microscope  
Telescope  
Eye Chart  
Scale  
Ruler  
Tape Measure  
Voltmeter  
Amp Meter  
Ohm Meter  
Light Meter  
Sound Meter  
Spectroscope

# THINK DATA



GETTING KIDS INVOLVED  
IN HANDS-ON INVESTIGATIONS  
WITH DATA-GATHERING  
INSTRUMENTS

Joseph S. Renzulli  
Nancy N. Heilbronner  
Del Siegle

[www.creativelearningpress.com](http://www.creativelearningpress.com)

**Practical Hint # 3** Explore the **full range** of students' preferred expression styles and provide many opportunities for a variety of product options.

**Concrete Products: Physical constructions young people create as they investigate the representative topics and interact with the principles, concepts and methodology of the discipline.**

- **Artistic Products**
  - Architecture
  - Murals
  - Sculpture
  - Maps
  - Graphic Designs
- **Spoken Products**
  - Debates
  - Speeches
  - Demonstrations
  - Panel Discussions
  - Book Talks
- **Performance Products**
  - Skits
  - Role playing
  - Dance
  - Mime
  - Interpretive Song
- **Visual Products**
  - Videos
  - Musical Scores
  - Blueprints
  - Diagrams/Charts
  - Timelines



**Practical Hint # 3 Explore the full range of students' preferred expression styles and provide many opportunities for a variety of product options.**

# Product Planning Guide

N = 70

<b>Models/Construction Products</b>			
Drama sets	Gardens	Bird houses	Instruments
Sculpture	Dioramas	Bulletin boards	Robots
Relief map	Shelters	Circuit boards	Machines
Habitat	Collections	Paper engineering	Rockets
Bridges	Ceremonies	Puppet theaters	Play facilities
Inventions	Learning centers	Computer programs	Quilts
Food	Pottery	Computers	Multimedia presentation
Vehicles	Working models	Documentaries	Hydroponic farms
Fitness trails	Ant farms	Exhibitions	Masks
Microscopes	Buildings	Interviews	Robots
Microscope slides	Toys	Scale models	Gifts
Aqueducts	Games	3-d figures	Catalogs
Terrariums	Books	Graphs	Mazes
Greenhouses	Solar collectors	Furniture	Blueprints

## **Academic & Creative Outlets For Student Products**

**[Over 150 Contests and Competitions in the RLS Data Base]**

- Accept the Fed Challenge
- Amazing Kids! Contests
- American Kennel Club – Kids and Juniors
- American Quilter’s Society Shows and Contests
- Americanism Poster Contest
- Annual Math League Contests
- Anthem Essay Contest
- ASPCA Kids: Pet of the Week
- Astronomy Contest
- Become a Voice of Democracy
- Being an American Essay Contest
- Blick’s Linoleum Block Print Contest
- Breaking Barriers, in Sports, in Life Contest
- Brower Youth Awards
- Bubble Wrap Competition for Young Inventors
- California Writer’s Club: Writing Contest
- Canstruction
- Christopher Columbus Foundation – U.S. Chamber of Commerce Life Science Award
- Connecticut Invention Convention
- Country Capitals
- Creative Communication Essay Contest
- Creative Communication Poetry Contest
- Davidson Fellows Scholarships
- Department of Energy Contests and Competitions
- Discovery Challenge Youth Scientist Challenge
- Disney’s Planet Challenge
- Doors to Diplomacy International Competition
- Dream Quest One Poetry and Writing Contest
- Earth Artists
- eCYBERMISSION: Accept the Challenge
- ExploraVision Awards
- First Lego League Competitions

# Outline

1. Replacing The Turkey We're Stuck With:  
An Counter Intuitive Approach To School  
Improvement (Stop Investing In  
Failed Approaches!)
2. The Underlying Theory And A Few  
Practical Applications

## **3. The Role of Technology In Real and Sustainable Change**

**Happy Birthday Dad,**

**We bought you a new GPS for your Birthday.**

**Love, Sara and Liza**



Hi Dad,

I know you will like this new *Instant Message* technology...



Dear Dad,

Because of your love of technology I bought you the latest Palm Pilot.



Happy Birthday,

Love,

Liza





# Resource Match-making For Teachers and Students




**Renzulli** Learning  
Proven differentiation<sup>SM</sup>



A University of Connecticut Research & Development Corporation Company

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[Glossary](#)
[Help](#)
[Logout](#)



# Renzulli™ LEARNING

AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

[Renzulli Profiler™](#)
[MY Enrichment Activities](#)
[MY Portfolio](#)

## RENZULLI PROFILER™ :

Now you are ready to start! We suggest you start with the first puzzle piece, Interest Areas. Then, you need to complete all of the other puzzle pieces. As soon as you have finished puzzle pieces 1-4, you will be able to view your profile, view enrichment activities, answer some open-ended questions, and work in your notebook.

1 Interest Areas Questions <a href="#">&gt;Learn more</a> Incomplete	2 Ability Questions <a href="#">&gt;Learn more</a> Incomplete	3 Expression Style Questions <a href="#">&gt;Learn more</a> Incomplete	4 Learning Style Questions <a href="#">&gt;Learn more</a> Incomplete
---	--	---	---

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## Individualized Strength Assessment

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# Renzulli™ LEARNING

AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

[Renzulli Profiler™](#)
[MY Enrichment Activities](#)
[MY Portfolio](#)

[Wizard Project Maker](#) | [Search Enrichment Activities](#)

## MY ENRICHMENT ACTIVITIES:

Here are some enrichment activities that might interest you. activities:

Check this box to view only your favorites!  

Each child receives approx. 1,000 recommended resources

 virtual field trips 66 Activities	 real field trips 190 Activities	 creativity training 125 Activities	 critical thinking 110 Activities	 projects & independent study 71 Activities	 contests & competitions 25 Activities	 websites 192 Activities
 fiction (books & e-books) 195 Activities	 non-fiction (books & e-books) 71 Activities	 how-to (books & e-books) 15 Activities	 summer programs 41 Activities	 on-line activities & classes 63 Activities	 research sites 69 Activities	 videos & dvd's 10 Activities

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## Resource Matching Search Engine



# Strength-based Differentiation Engine™

Matching Resources to Individual Learning Profiles

40,000 Total Resources  
30,000 Online / 10,000 Offline  
Correlated to Profiler attributes & standards

## MY ENRICHMENT ACTIVITIES:



Each student receives approximately 1,000 recommended resources. For example, there are over 1,200 Research Sites – this student received 54 recommend research sites based on his individual learning profile.

mummy - Microsoft Internet Explorer

Internet Security | Norton AntiVirus | SnagIt

my.html | Go

**Advanced Search**

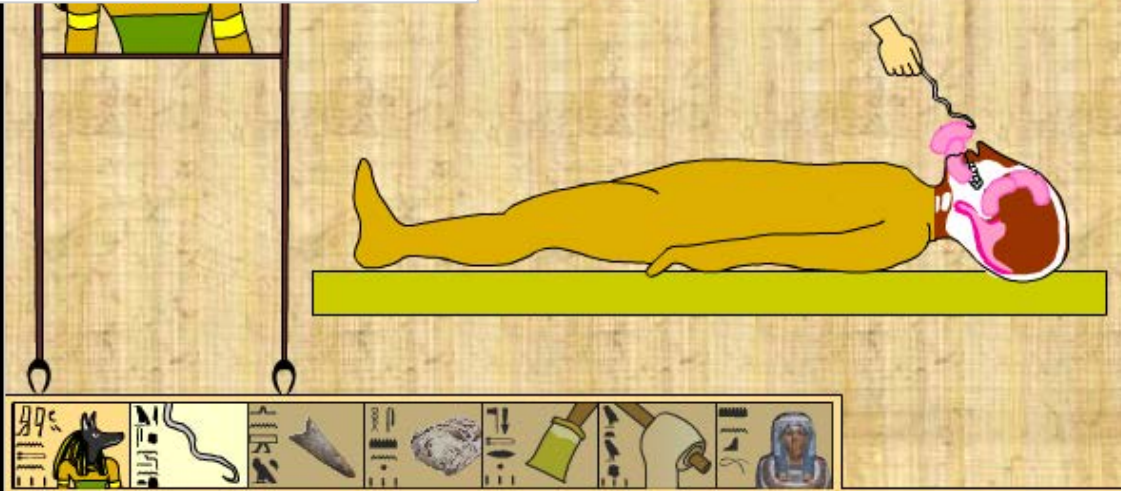
**Select a Grade and Ability Level:**  
[Check All](#) - [Clear All](#)

<input type="checkbox"/> 1-2 Low	<input checked="" type="checkbox"/> 3-5 Low	<input checked="" type="checkbox"/> 6-9 Low	<input type="checkbox"/> 10-12 Low
<input type="checkbox"/> 1-2 Medium	<input checked="" type="checkbox"/> 3-5 Medium	<input checked="" type="checkbox"/> 6-9 Medium	<input type="checkbox"/> 10-12 Medium
<input type="checkbox"/> 1-2 High	<input checked="" type="checkbox"/> 3-5 High	<input type="checkbox"/> 6-9 High	<input type="checkbox"/> 10-12 High


**Please type in a keyword to search the enrichment activities:**

Egypt

the brain. Take the metal hook from the table  
Seneb's nose a number of times to break his  
 es. Then pull the pieces out through his nose.



daily life, mythology and ceremonial  
 museum object, click to learn more  
[View Activity](#)

 **On-Line Activities**

**Fun With Mummies**  
 This amazing interactive website will  
 mummy for burial and learn all that  
 the artwork of ancient Egypt, or to see  
[View Activity](#)

**Museum of Science Virtual Exhibit**  
 Brave the perils of Antarctica, prepare  
 these interactive exhibits from Boston  
[View Activity](#)

Click on any highlighted word to see and hear its definition.

Done | Internet

# Over 100,000 Hours of Curriculum R&D

40,000 Resources, Activities, & Projects Catalogued & Differentiation-ready\*

<b>Interest Area</b>	<input type="text" value="All"/> Mathematics Athletics Social Action	Select Subject :	<input type="text" value="Science"/>
<b>Learning Style</b>	<input type="text" value="All"/> Discussion Group Work Technology	Select a Topic:	<input type="text" value="The World Around Yo"/>
<b>Expression Style</b>	<input type="text" value="All"/> Written Commercial Musical	Sub-Topic:	<input type="text" value="Space"/>
<b>Grade Level &amp; Ability</b>	<input type="checkbox"/> 1-2 Low <input type="checkbox"/> 3-5 Low <input type="checkbox"/> 6-9 Low <input type="checkbox"/> 10-12 Low <input type="checkbox"/> 1-2 Medium <input type="checkbox"/> 3-5 Medium <input type="checkbox"/> 6-9 Medium <input type="checkbox"/> 10-12 Medium <input type="checkbox"/> 1-2 High <input type="checkbox"/> 3-5 High <input type="checkbox"/> 6-9 High <input type="checkbox"/> 10-12 High	Sub-Sub-Topic::	<input type="text" value="Gravity"/>

\*Correlated to state content standards

# Teacher Home Page

**Renzulli Learning**  
A University of Connecticut Research & Development Corporation Company

Help 24/7 1-877-429-1955  
Calendar | My Account | Logout

Teachers **Select a Site**

Home | Inbox (2) | Getting Started | My Students | Toolbox | Resources | Help | Search Activities

**Differentiation Made Easy**

**Differentiation Engine**

1 Choose Subject | 2 Create Assessment | 3 Send to Students

Name your Curriculum Connection so you can find it later: Learning Styles Group1 (Games)

Select Grade Level: 4  
Select Subject: Science  
Select a Topic: Research Skills  
Sub-Topic: Science Problem Solving

Submit

**My Dashboard**

**Focus Activity**  
Zoobooks  
Encyclopedia of Animals

**My Favorites**  
Transformation Golf  
The Magic School Bus: The Truth about Bats

**PD Webinars**  
6/3/2010 9:30 AM  
Creating Differentiated Assignments

**Blogzulli News**  
Fri May 14 2010  
101 Ways to Use Renzulli - Part 5  
Tue Apr 27 2010  
Renzulli & RTI

**Focus Activity**  
Zoobooks  
Encyclopedia of Animals

**My Favorites**  
Transformation Golf  
The Magic School Bus: The Truth about Bats

**PD Webinars**  
6/3/2010 9:30 AM  
Creating Differentiated Assignments

**Blogzulli News**  
Fri May 14 2010  
101 Ways to Use Renzulli - Part 6

# Resource Match-making


**Differentiation Engine**<sup>®</sup>

[Intro](#)   [New](#)   [Current](#)

[help](#)

1 — 2 — 3

**Choose Subject**   Create Assessment   Send to Students

 [Video Tutorial](#)

---

Name your Curriculum Connection so you can find it later:

Select Grade Level:	<input type="text" value="4"/>
Select Subject :	<input type="text" value="Science"/>
Select a Topic:	<input type="text" value="Research Skills"/>
Sub-Topic:	<input type="text" value="Science Problem Solving"/>
<input type="button" value="Submit"/>	

**View By  
Enrichment Types**

**ALL RESOURCES (243)**

- CREATIVITY TRAINING (2)
- CRITICAL THINKING (27)
- ONLINE ACTIVITIES (50)
- PROJECTS & INDEPENDENT STUDY (104)
- RESEARCH SITES (37)
- SUMMER PROGRAMS (6)
- VIRTUAL FIELD TRIPS (1)
- WEBSITES (16)



# Exploratory Match-making



**Renzulli** Learning  
Proven differentiation<sup>SM</sup>

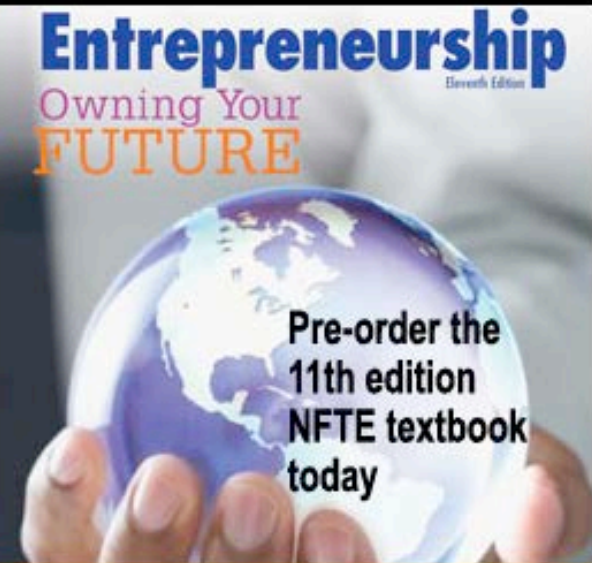


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## Activities Manager

[» Search Activities](#)

### Search for Activities by...

Basic Search

Advanced Search

Search as a Student

Saved Searches

« RETURN

**Interest Areas:**  
Business

**Learning Styles:**  
Discussion  
Group Work  
Technology  
Programmed Instruction  
Lecture  
Games  
Simulation  
Peer Tutoring  
Independent Study

**Abilities:**  
3-5 Medium  
3-5 High  
6-9 Low  
6-9 Medium  
6-9 High  
10-12 Low  
10-12 Medium

**Expression Styles:**

**The Totally Awesome Money Book For Kids** by Adriane G. Berg and Arthur Berg  
Bochner (New Market Press, 2002) ISBN: 1557044937  
Written by a kid (with his mom) for kids 10-17, this book is full of cartoons, drawings, quizzes, games, riddles, and stories to help you learn the basics of saving, investing, borrowing, and taxes. It also aims to teach you how to get what you want, how to bargain, and how to talk to business partners and parents.



non-fiction  
(books & e-books)

[♥ Add to My Favorites](#)

[♥ Share with Students/Teachers](#)

[♥ Attach to Assignment/Project](#)





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[Search Activities](#) | [Favorite Activities List](#) | [Activity Learning Maps](#) | [Submit an Activity](#) | [Inbox](#) | [Calendar](#)

## Activities Manager

[» Search Activities](#)

### Search for Activities by...

**Basic Search**

[Advanced Search](#)

[Search as a Student](#)

[Saved Searches](#)

« RETURN

**Interest Areas:**

Technology  
Reading  
Writing

**Learning Styles:**

Discussion  
Games  
Independent Study  
Technology

**Abilities:**

10-12 Low  
10-12 Medium  
10-12 High

**Expression Styles:**

Audio-Visual/Display  
Oral  
Technological  
Written

**Smart Money Quiz Show**

You will start off the game in debt. Don't panic though. You will get money for each question you answer correctly.

**Practical Money Skills**

This online activity requires Adobe Flash Player



on-line activities  
& classes

♥ Add to My Favorites

♥ Share with Students/Teachers

♥ Attach to Assignment/Project



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## Activities Manager

[» Search Activities](#)

### Search for Activities by...

**Basic Search**

[Advanced Search](#)

[Search as a Student](#)

[Saved Searches](#)

« RETURN

**Interest Areas:**

Mathematics  
Business  
History & Social Studies

**Learning Styles:**

Discussion  
Games  
Independent Study  
Programmed Instruction  
Simulation  
Technology

**Abilities:**

K-2 High  
3-5 Low  
3-5 Medium  
3-5 High

**Expression Styles:**

Audio-Visual/Display  
Commercial  
Hands-on  
Oral  
Written

**Ice Cream Inc.**

Do you want to run your own business? Start with your own ice cream stand! The success of your stand depends on the decisions you make each day about how many supplies to buy, how much money to charge for each cone, and how much to spend on advertising. Make sure to check the weather forecast! Be smart, and good luck!

[Michigan Department of Agriculture](#)

Adobe Flash Player is required for this activity.



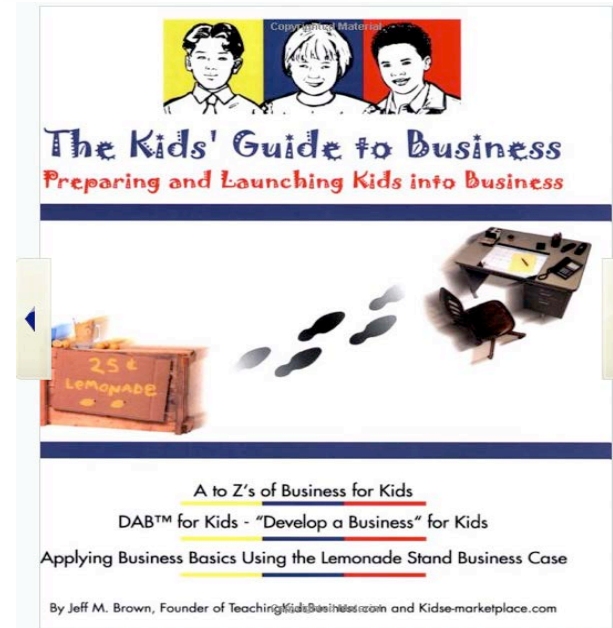
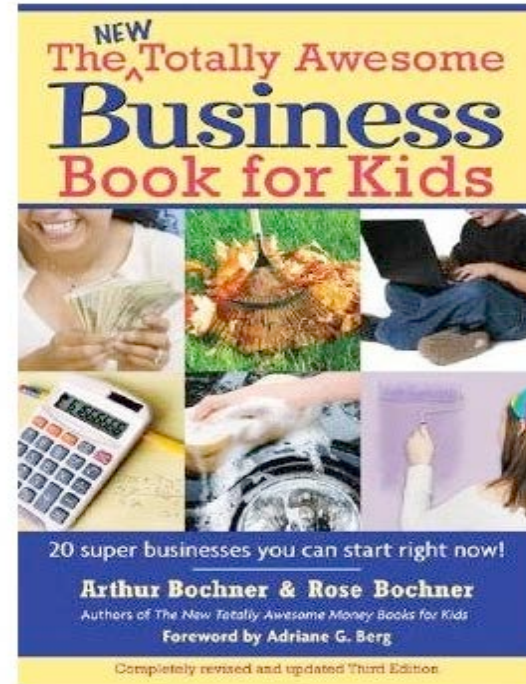
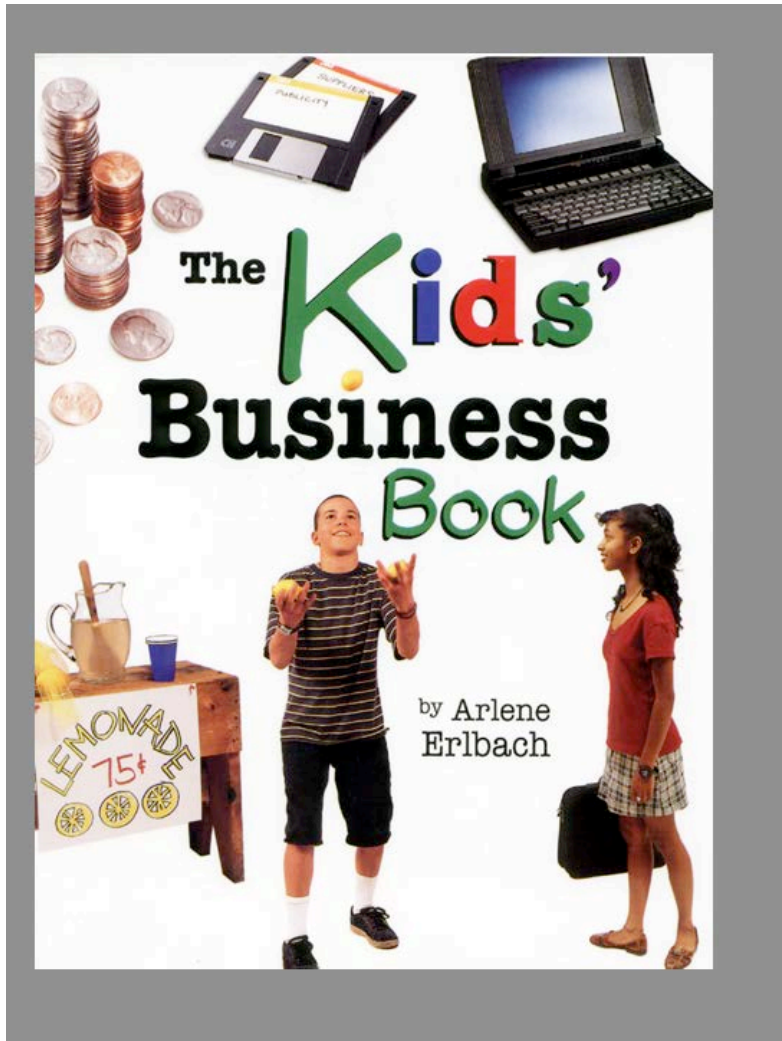
on-line activities  
& classes

♥ Add to My Favorites

♥ Share with Students/Teachers

♥ Attach to Assignment/Project

From the **How-To Books** Data Base at [www.renzullilearning.com](http://www.renzullilearning.com)



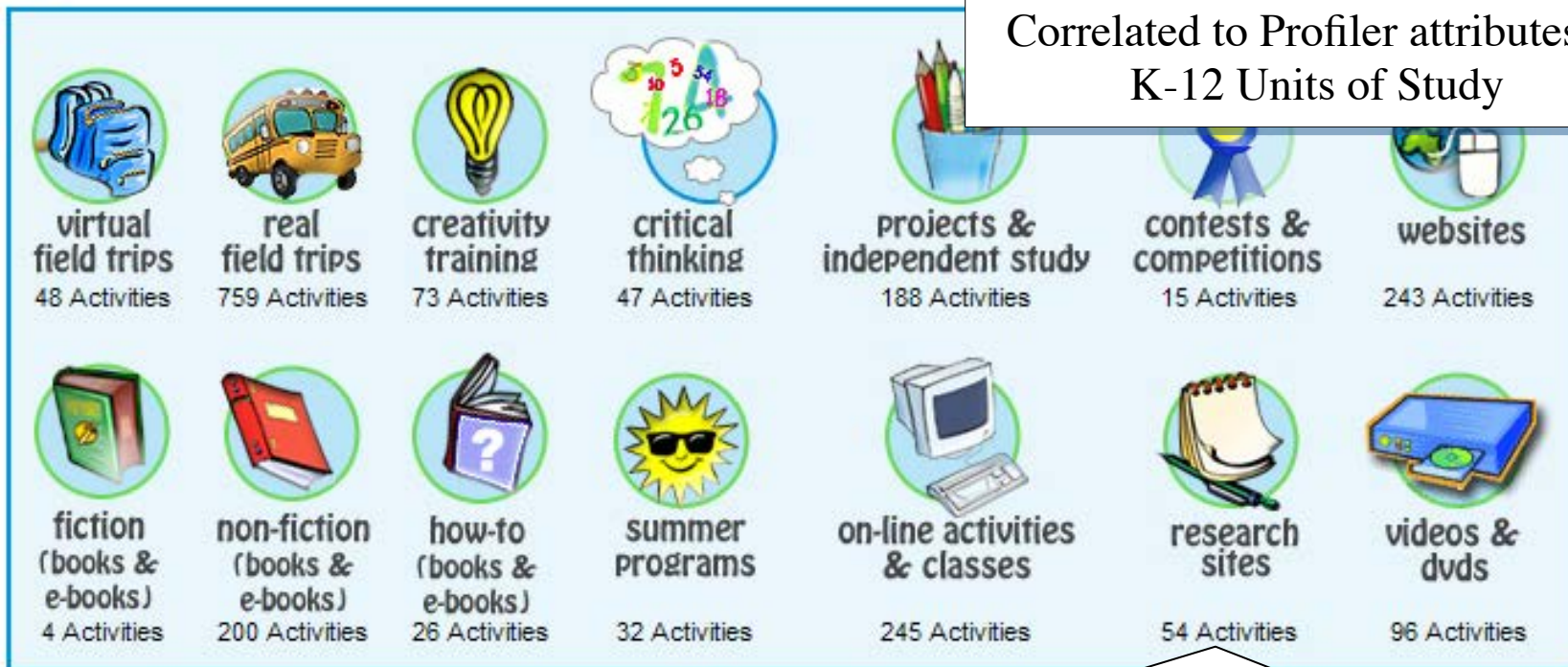


# Strength-based Differentiation Engine™

Matching Resources to Individual Learning Profiles

## MY ENRICHMENT ACTIVITIES:

50,000 Total Resources  
40,000 Online / 10,000 Offline  
Correlated to Profiler attributes &  
K-12 Units of Study



Each child receives approximately 3,000 recommended resources. For example, there are over 1,200 Research Sites – this child received 54 recommendations based on his individual learning profile.

# Strength-based, Student-directed Differentiation

Take any unit topic, key concept, or skill requirement and filter by individual student

Renzulli Search of “freedom” yields:

179 results

Covering exploratory opportunities, creativity & analytical “how-to” training, and work product creation

## Search Enrichment Activities

Please type in a keyword to search the enrichment activities:

- Search Enrichment Activities that contains the exact phrase above.
- Search Enrichment Activities that contain at least one of the words above.

**Search**

**Advanced Search**

Your search has returned 179 Enrichment Activities.

**Click any of the links below to view activities in that category.**

[Contests & Competitions\(2\)](#) [Creativity Training\(1\)](#) [Critical Thinking\(18\)](#) [Fiction Books\(26\)](#) [Field Trips\(17\)](#) [Non-Fiction Books\(19\)](#) [Online Activities\(16\)](#) [Projects & Independent Study\(3\)](#) [Research Sites\(39\)](#) [Summer Programs\(1\)](#) [Videos/DVDs\(12\)](#) [Virtual Field Trips\(7\)](#) [Websites\(18\)](#)

# Strength-based, Student-directed Differentiation

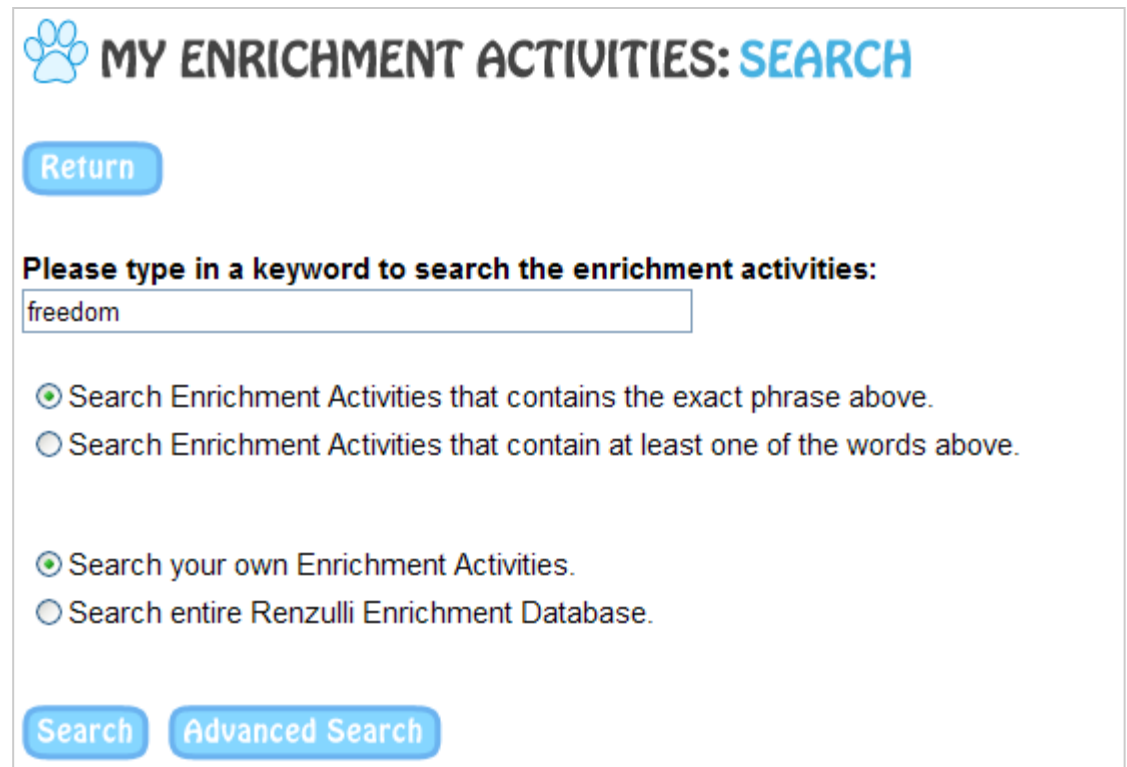
Individual Student  
Searches of  
“freedom” yields:

10 - 20 results


Categorized across 14

Enrichment areas

Filtered by the child’s interest,  
learning, and expressions style



The screenshot shows a search interface titled "MY ENRICHMENT ACTIVITIES: SEARCH" with a paw print icon. It includes a "Return" button, a search prompt "Please type in a keyword to search the enrichment activities:", a text input field containing "freedom", and four radio button options: "Search Enrichment Activities that contains the exact phrase above.", "Search Enrichment Activities that contain at least one of the words above.", "Search your own Enrichment Activities.", and "Search entire Renzulli Enrichment Database.". At the bottom are "Search" and "Advanced Search" buttons.

 MY ENRICHMENT ACTIVITIES: **SEARCH**

[Return](#)

**Please type in a keyword to search the enrichment activities:**

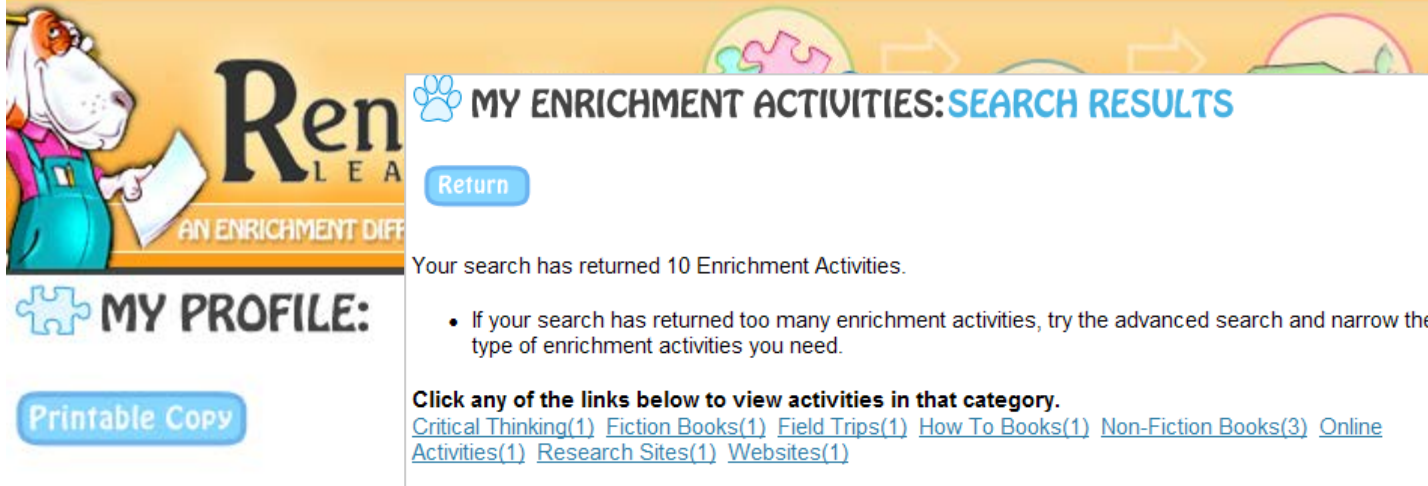
Search Enrichment Activities that contains the exact phrase above.  
 Search Enrichment Activities that contain at least one of the words above.

Search your own Enrichment Activities.  
 Search entire Renzulli Enrichment Database.

[Search](#) [Advanced Search](#)

# Lynne's Top 3 Interests:

Reading :: Social Action :: Writing



**Ren LEA**  
AN ENRICHMENT DIFF

**MY ENRICHMENT ACTIVITIES: SEARCH RESULTS**

[Return](#)

Your search has returned 10 Enrichment Activities.

- If your search has returned too many enrichment activities, try the advanced search and narrow the type of enrichment activities you need.

**Click any of the links below to view activities in that category.**

[Critical Thinking\(1\)](#) [Fiction Books\(1\)](#) [Field Trips\(1\)](#) [How To Books\(1\)](#) [Non-Fiction Books\(3\)](#) [Online Activities\(1\)](#) [Research Sites\(1\)](#) [Websites\(1\)](#)

**MY PROFILE:**

[Printable Copy](#)

A search of the concept of “freedom” brings different activities to each student based on their top interest area, learning style and expression style...

Lynne is a fifth grade student who has special interests and abilities in school. She described her grades as above average in math, average in science, above average in reading, and average in social studies. She seems to have several areas of interest. Her **primary interest appears to be in reading**, as she seems to like reading novels, stories, poetry, and other types of literature.

Lynne's **second area of interest appears to be in social action**, as she seems to show a concern for legal, moral or philosophical issues such as human rights, poverty, animal rights, and environmental issues. She may want to change a law or take action to try to make the world a better place.

Lynne's **third area of interest appears to be in writing**. She seems to enjoy writing, and should have opportunities to develop skills in writing in a variety of genres such as fiction and non-fiction, poetry, and journalism.

Lynne also has specific preferred instructional styles. Learning or instructional styles are the ways students like to learn and the strategies parents and teachers use to help them learn. Lynne has very clearly defined learning preferences. Her **preferred instructional style is through programmed instruction** that may occur when Lynne reads a chapter and then answers questions, or when she is



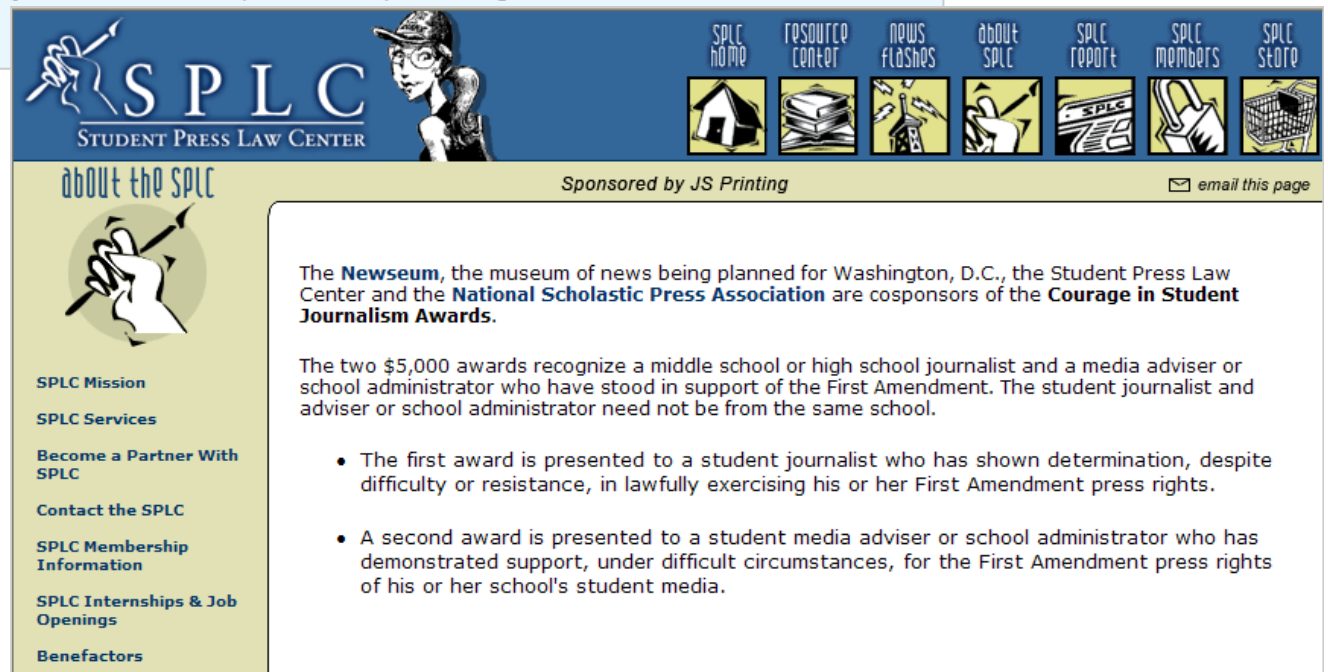
Lynne's interests in reading, writing, and social action are engaged by these selected activities...

## Contests & Competitions

### Courage In Student Journalism Awards

The Courage in Student Journalism Awards are presented each fall to a middle or high school student and to a school administrator who have stood in support of the First Amendment. Both awards recognize those who have faced adversity in their defense of a free student press. Both the student and administrator award winners will receive \$5,000 as well as airfare and hotel accommodations for the fall National Scholastic Press Association/Journalism Education Association convention where the award presentation is made. To enter, students must write and submit a description (600 words maximum) of how they have fought for press freedom, along with any relevant clippings and two letters of support. Any student journalist who has shown determination, despite difficulty or resistance, in lawfully exercising his or her First Amendment press rights is eligible. Entries must be submitted by July 1 of every year. If this year's deadline has passed, keep checking the website for information on next year's contest.

[View Activity](#)



The screenshot shows the SPLC (Student Press Law Center) website. The header features the SPLC logo with a hand holding a pen, a cartoon character, and navigation icons for Home, Resource Center, News Flashs, About SPLC, SPLC Report, SPLC Members, and SPLC Store. Below the header, the page is titled "about the SPLC" and includes a sidebar with links: SPLC Mission, SPLC Services, Become a Partner With SPLC, Contact the SPLC, SPLC Membership Information, SPLC Internships & Job Openings, and Benefactors. The main content area, sponsored by JS Printing, describes the "Newseum" and the "National Scholastic Press Association" as cosponsors of the "Courage in Student Journalism Awards." It details the two \$5,000 awards and lists two bullet points: the first award is for a student journalist who has shown determination despite difficulty or resistance, and the second award is for a student media adviser or school administrator who has demonstrated support under difficult circumstances for the First Amendment press rights.

**SPLC**  
STUDENT PRESS LAW CENTER

SPLC HOME RESOURCE CENTER NEWS FLASHS ABOUT SPLC SPLC REPORT SPLC MEMBERS SPLC STORE

about the SPLC

Sponsored by JS Printing

email this page

The **Newseum**, the museum of news being planned for Washington, D.C., the Student Press Law Center and the **National Scholastic Press Association** are cosponsors of the **Courage in Student Journalism Awards**.

The two \$5,000 awards recognize a middle school or high school journalist and a media adviser or school administrator who have stood in support of the First Amendment. The student journalist and adviser or school administrator need not be from the same school.

- The first award is presented to a student journalist who has shown determination, despite difficulty or resistance, in lawfully exercising his or her First Amendment press rights.
- A second award is presented to a student media adviser or school administrator who has demonstrated support, under difficult circumstances, for the First Amendment press rights of his or her school's student media.

Lynne's interests in reading, writing, and social action are engaged by these selected activities...




 **Non-Fiction Books & e**

*e-book*

**Bildad Kaggia Voice of the People**

This is a true story about a great man who fought for independence for Kenya against the British colonisers. Includes information about Jerusalem in 1946 from the point of view of an African Christian.

[View Activity](#)

   **Book Preview**

[Home](#) > [Read books!](#) > [Full Book List](#) > Book Preview

Language

Library Account [Register / Sign in](#)

**Bildad Kaggia**  
**Voice of the People**  
Authors - [Evan Mwangi](#)  
Illustrators - [Raphael Kimosop](#)

**Read this Book**



**Summary**  
True story about a great man who fought for independence for Kenya against the British colonisers. Includes information about Jerusalem in 1946 from the point of view of an African Christian.

**Publication Date**  
2001

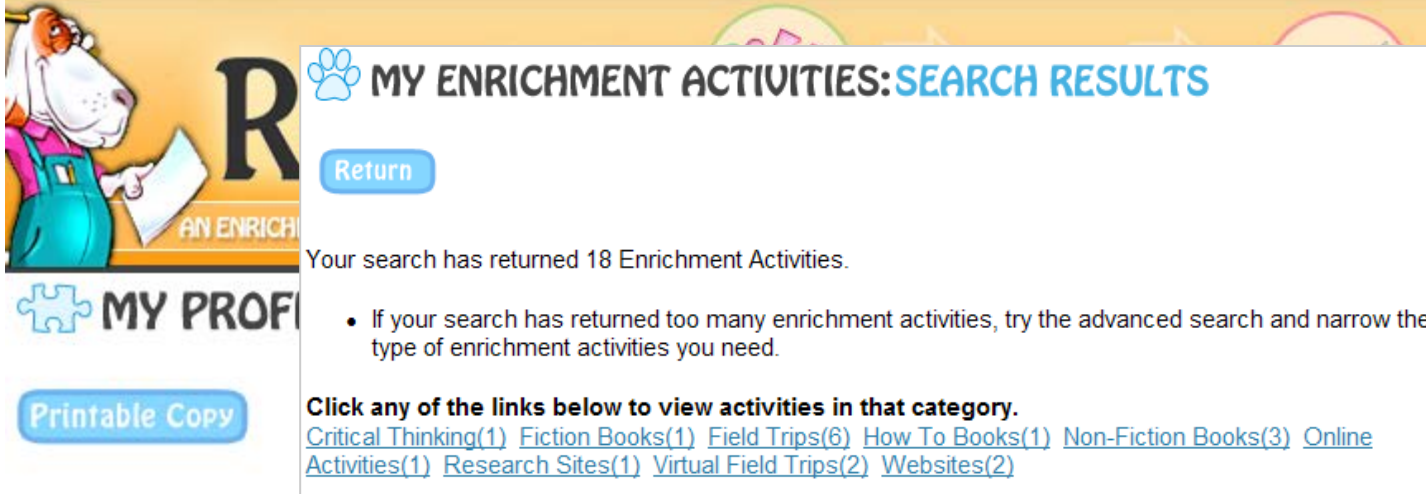
**Languages**  
English

**Contributor**  
Sasa Sema Publications - Kenya

**Publisher**  
Sasa Sema Publications Ltd. - Kenya   
Copyright held by - Sasa Sema Publications Ltd..

# Frank's Top 3 Learning Styles:

Learning Games :: Technology :: Lecture



The screenshot shows a search results page for 'MY ENRICHMENT ACTIVITIES'. On the left, there is a cartoon dog character and a large letter 'R'. Below the character is a puzzle piece icon and the text 'MY PROFI'. A blue button labeled 'Printable Copy' is visible. The main content area is titled 'MY ENRICHMENT ACTIVITIES: SEARCH RESULTS' and includes a 'Return' button. Below the title, it states 'Your search has returned 18 Enrichment Activities.' and provides a tip: 'If your search has returned too many enrichment activities, try the advanced search and narrow the type of enrichment activities you need.' A list of links follows: 'Click any of the links below to view activities in that category.' The links are: 'Critical Thinking(1)', 'Fiction Books(1)', 'Field Trips(6)', 'How To Books(1)', 'Non-Fiction Books(3)', 'Online Activities(1)', 'Research Sites(1)', 'Virtual Field Trips(2)', and 'Websites(2)'.

A search of the concept of “freedom” brings different activities to each student based on their top interest area, learning style and expression style...

Franklin is a fifth grade student who has special interests and abilities in school. He described his grades as above average in math, above average in science, above average in reading, and above average in social studies. He seems to have several areas of interest. His **primary interest appears to be in technology**, as he seems to like activities that involve technology and computers, multimedia equipment, and communication.

Franklin's **second area of interest appears to be in history & social studies**. He seems to have an interest in studying the past to learn about famous historical figures and events, antiques, old photographs, and/or oral histories (talking to people about their past experiences).

Franklin's **third area of interest appears to be in reading**, as he seems to like reading novels, stories, poetry, and other types of literature.

Franklin also has specific preferred instructional styles. Learning or instructional styles are the ways students like to learn and the strategies parents and teachers use to help them learn. Franklin has very clearly defined learning preferences. His **preferred instructional style is through learning games** that enable him to learn content by playing games or participating in activities with cards, board games, or even electronic games. These activities can be completed individually, in small groups of students, or in a whole class of students. His **second choice of learning style is technology** that helps him to learn by using computer software, cd roms, videodiscs, and the internet. Franklin **also enjoys lecture** as he likes to

Franklin's learning styles of games, technology, and lecture are engaged by these selected activities...



## Critical Thinking

### Escape to Freedom

Travel back in time to a dangerous and divided world: America in the mid-19th century when slavery was in full effect. "Escape to Freedom" is a game, and a powerful picture of how things

[View Activity](#)

The graphic for the "Escape to Freedom" game features a central illustration of a man and a woman in 19th-century attire. Above them is a banner that says "DERBY" and "HEAD BONE". The main title "ESCAPE TO FREEDOM" is written in large, stylized yellow letters with a blue outline. To the right, a green path leads from a "START" point through several stages: "Back in Time", "Lost in the Swamp", "Smuggled Up North", "To a Freer Land", and "Free at Last!", ending at a "FINISH" point. A "Different Worlds" sign is also visible near the start.

The Underground Railroad Derby takes students back to a time that is still mysterious and strange to many -- America in the mid-19th century when slavery was in full effect. "Escape to Freedom" provides students with a compelling backdrop for an on-line investigation into some difficult but necessary subject matter.

Our Teacher's Guide includes suggestions for incorporating the Derby into your classroom and provides you with a wide assortment of age-appropriate classroom extensions and related off-line activities.

Even if you're still new to the Internet, you'll find that this teaching aid will bring history alive, as it gets your students excited about

Franklin's learning styles of games, technology, and lecture are engaged by these selected activities...



### Voices from the Days of Slavery

This online collection contains nearly seven hours 1975. Each person was interviewed about their fee families. This collection also contains songs that t

[View Activity](#)

## Voices from the Days of Slavery

The Library of Congress > American Memory Home > Browse Collections

### Search this collection



[More search options](#)

- [Collection Home](#)
- [About this Collection](#)

#### Features:

- [Essays](#)
  - [Faces and Voices from the Presentation](#)
  - [Biographies of the Interviewers](#)

#### Browse Collection by:

- [Audio Interviews](#)
- [Song Titles](#)
- [Names](#)
- [Subjects](#)
- [Places](#)

[View more collections](#) from the [American Folklife Center](#)

[Collection Connection](#)  
Classroom resources for teachers from the Learning Page



Contraband of War: Slaves of the Rebel General, Thomas F. Dryton, Hilton Head, S.C., May, 1862.

[About this image](#)

## Voices from the Days of Slavery

Former Slaves Tell Their Stories

### Overview

The almost seven hours of recorded interviews presented here took place between 1932 and 1975 in nine Southern states. Twenty-three interviewees, born between 1823 and the early 1860s, discuss how they felt about slavery, slaveholders, coercion of slaves, their families, and freedom. Several individuals sing songs, many of which were learned during the time of their enslavement. It is important to note that all of the interviewees spoke sixty or more years after the end of their enslavement, and it is their full lives that are reflected in these recordings. The individuals documented in this presentation have much to say about living as African Americans from the 1870s to the 1930s, and beyond.

All known recordings of former slaves in the American Folklife Center are included in this presentation. Some are being made publicly available for the first time and several others already available now include complete transcriptions. Unfortunately, not all the recordings are clearly audible. Although the original tapes and discs are generally in good physical condition, background noise and poorly positioned microphones make it extremely difficult to follow many of the interviews.

Create a connection between your students and the curriculum.

The central image is a large, detailed view of the Earth from space, showing continents and swirling cloud patterns. It is surrounded by several educational resources and student portraits, each connected to the central Earth image by a colored arrow:

- Global Challenge:** A graphic showing a world map with butterflies, representing environmental and global issues.
- NASA:** The official NASA logo, representing space exploration and Earth science.
- EPA:** The Environmental Protection Agency logo, representing environmental protection and policy.
- Teen News:** A green graphic with the text "Teen News", representing environmental news for young people.
- Rainforest Slideshow:** A graphic featuring an orangutan and text about rainforest biodiversity.
- EcoKids:** A graphic featuring a sunflower and the text "EcoKids", representing environmental education for children.
- Eco-Quizzes:** A graphic with the text "Eco-Quizzes" and "The Causes of Climate Change", representing interactive learning about climate change.
- Word Search:** A word search puzzle with the word "CARBON" highlighted in red, representing environmental vocabulary.
- Student Portraits:** Four individual portraits of diverse children, each with a colored border (yellow, pink, red, green) and an arrow pointing towards the central Earth image, representing the connection between the curriculum and the students.

## Differentiation Tools and Services Design and Deliver Results

Renzulli Learning's strengths-based differentiation has been used for more than 30 years and millions of dollars of educational research has been conducted in partnership with the University of Connecticut.

This research led to the development of Renzulli Learning Tools and Services designed to engage any child in a lifetime of learning.

### Renzulli Learning Tools and Services include:

#### Renzulli Profiler

The Renzulli Profiler uses strengths-based assessment to identify a student's top three interests, learning styles and expression styles — usually in under an hour.

#### Grouping and Reporting Tools

Renzulli Learning makes it easy for teachers to group and report on their profiled students by their shared strengths, interests, learning and expression styles.

#### Differentiation Engine

The Renzulli Differentiation Engine helps teachers differentiate instruction for high-achieving students, students with learning differences, and students who are at risk of dropping out. It helps students learn more in the classroom and achieve better academic results.

#### Personal Success Plan

Designed specifically to help middle and high school students develop critical thinking skills, the Renzulli Personal Success Plan shows students how to create tangible academic and career goals and develop plans for achieving those goals.

**Most useful tool for teachers to **infuse** high-engagement resources into any and all curricular topics.**

**A great tool for addressing the dropout problem**


*Renzulli Learning has dozens of additional tools and resources designed to engage students according to their individual interests and learning styles.*


Just the topic and subtopics you want to teach, and direct them to any or all students.

## Curriculum Connections

### Curriculum Selection:

Select Grade Level:

Starting Date:  

Ending Date:  

Select Subject :

Select a Topic:

Sub-Topic:

Sub-Sub-Topic::

SEARCH »

#### Assigned Student List

Stef Eleck  
Nolan McGurn  
Curt Schilling  
Liam McLaughlin  
Sam Rector  
Ann Teak

State Projects  
Where people live  
World War

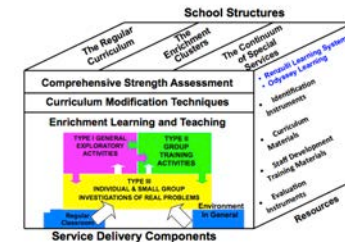


<p><b>Directions</b></p> <p>Review the resources Renzu was our country's first constitution called? 2) What are the proceedings of the Constitutional Convention? 3) Describe the Fifth Amendment. 4) How many delegates attended the Constitutional Convention? 5) What did the Framers hope to maintain a free society if the people hoped to maintain a free society?</p>	<p><b>Directions</b></p> <p>Review the resources Renzu was our country's first constitution called? 2) What are the proceedings of the Constitutional Convention? 3) Describe the Fifth Amendment. 4) How many delegates attended the Constitutional Convention? 5) What did the Framers hope to maintain a free society if the people hoped to maintain a free society?</p>	<p><b>Directions</b></p> <p>Review the resources Renzu was our country's first constitution called? 2) What are the proceedings of the Constitutional Convention? 3) Describe the Fifth Amendment. 4) How many delegates attended the Constitutional Convention? 5) What did the Framers hope to maintain a free society if the people hoped to maintain a free society?</p>	<p><b>Directions</b></p> <p>Review the resources Renzulli has selected for you, and answer the questions: 1) What was our country's first constitution called? 2) What are the proceedings of the Constitutional Convention? 3) Describe the Fifth Amendment. 4) How many delegates attended the Constitutional Convention? 5) What did the Framers hope to maintain a free society if the people hoped to maintain a free society?</p>																																
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# Five Things You Can Do To Improve Achievement Through Advanced Engagement and Enjoyment In Learning

1. Study the Triad and Schoolwide Enrichment Model (SEM) *with* your teachers and develop a *vision* and a mission for your school. Use the Common Goals/Unique Means Approach.



2. Provide staff development for implementing the SEM model:

- Confratute
- UConn Courses (On-line & On Campus)
- On site professional development
- Visit exemplary schools using the model



3. Purchase and train all faculty in the use of Osysey and Renzulli Learning.

4. Keeping your vision in mind for all decision making:

- Hiring, Staff Development, materials

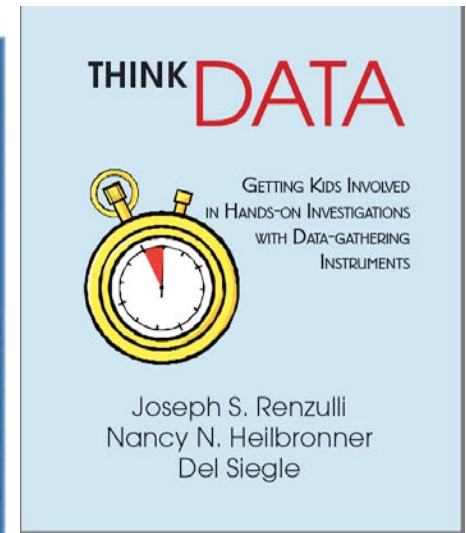
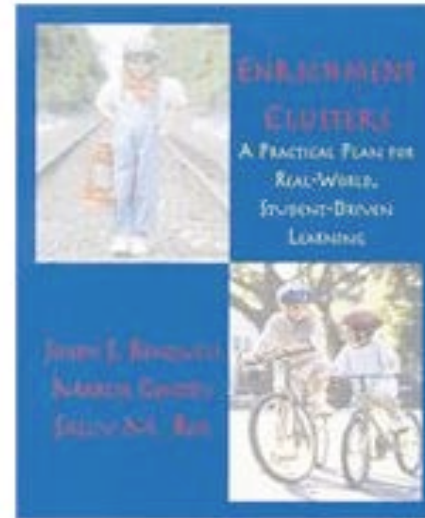
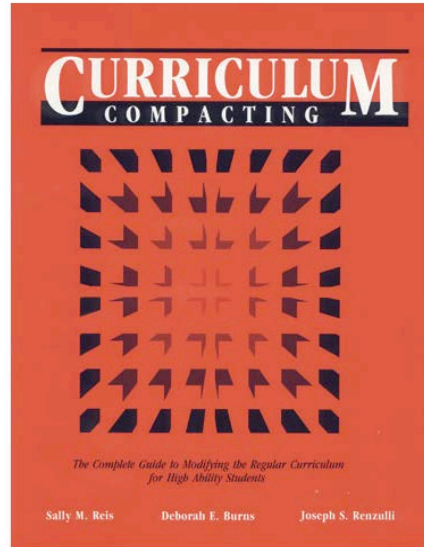
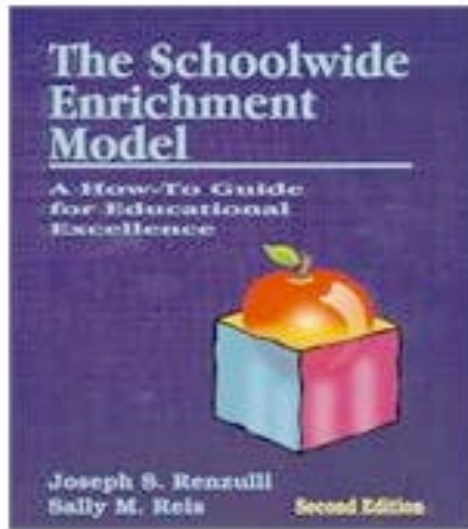
5. Monitor, evaluate, modify...

*Example is the school of mankind,  
and they will learn at no other.*

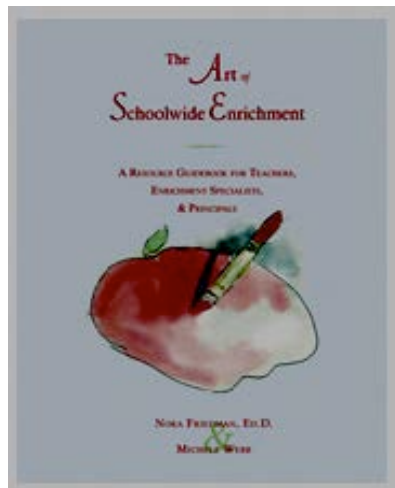
Edmund Burke  
Irish Philosopher and Statesman

MAIN BOOKS on the SEM MODEL

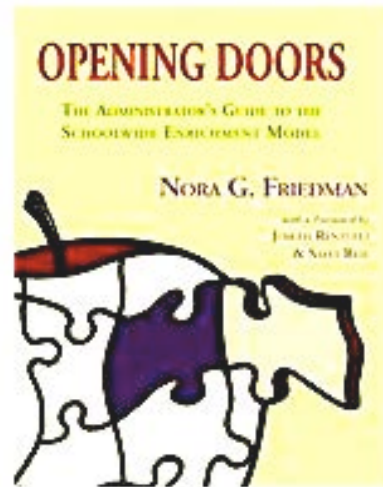
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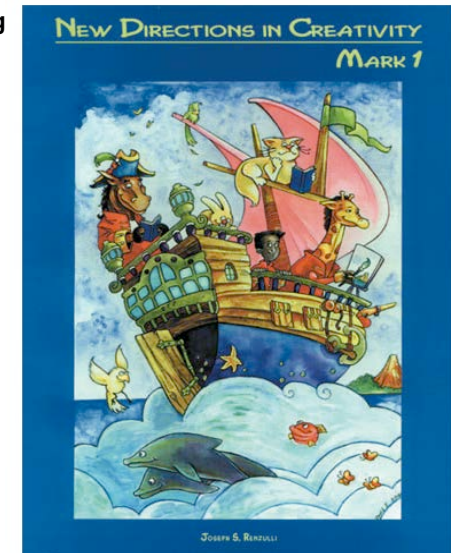
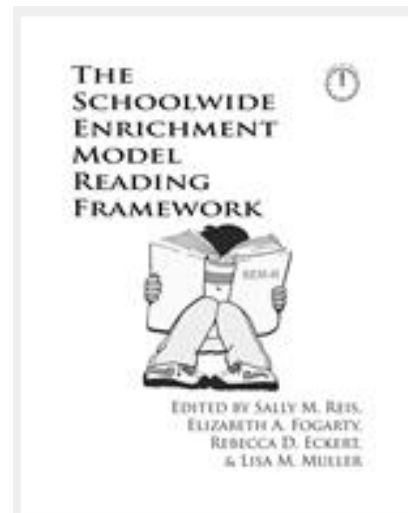
Enrichment Clusters: A Practical Plan for Real-World, Student-Driven Learning



Art of Schoolwide Enrichment: A Resource Guidebook for Teachers, Enrichment Specialists, and Principals



Opening Doors: The Administrator's Guide to the Schoolwide Enrichment Model  
Principal's Guidebook



## Class Activity Questionnaire:

1. Learning many facts and definitions is the student's main job.
2. A central activity is to make judgments of good/bad, right/wrong, and explain why.
3. Students actively put methods and ideas to use in new situations.
4. Most class time is spent doing other things than listening.
5. The class actively participates in discussions.
6. Students are expected to go beyond the information given to see what is implied.
7. Great importance is placed on logical reasoning and analysis.
8. The student's job is to know the one best answer to each problem.
9. Restating ideas in your own words is a central concern.
10. Great emphasis is placed on memorizing.
11. Students are urged to build onto what they have learned to produce something brand-new.
12. Using logic and reasoning processes to think through complicated problems (and prove the answer) is a major activity.
13. Students often practice methods in life-like situations to develop skill in using what they have learned.
14. Students are encouraged to independently explore and begin new activities.
15. There is little opportunity for student participation in discussions.
16. Students are expected to discover trends and consequences in the information studied.
17. Many points of view and solutions to problems are accepted in this class.
18. This class provides much opportunity for students to get to know each other's thoughts and feelings.
19. Students are excited and involved with class activities.
20. The student's job is to make many judgments about the value of issues and ideas.
21. Great importance is placed on explaining and summarizing what is presented.
22. There is a great concern for grades in this class.
23. Inventing, designing, composing, and creating are major activities.
24. Students do not enjoy the ideas studied in this class.
25. There is very little enthusiasm, laughing, or liveliness in this class.
26. On the average, the teacher talks how much of the time?  
a. 90% b. 75% c. 60% d. 40% e. 25% f. 10%

**A = Actual [Students]**

**P = Perceived [Teachers]**

**I = Intended [Teachers]**

Figure 9

**STRUCTURE OF THE CLASS ACTIVITIES QUESTIONNAIRE (CAQ)\***

The CAQ assesses five major *Dimensions* of instructional climate, as noted in the left-hand column. Each of these dimensions is composed of a number of *Factors* which in turn are usually represented by several items in the questionnaire. (The Cognitive Dimensions are based on Bloom's Taxonomy.)

<b>DIMENSIONS</b>	<b>FACTORS</b>	<b>BRIEF DESCRIPTIONS (Items not shown)</b>
<b>LOWER THOUGHT PROCESSES</b>	1. Memory:	Activities calling for recall or recognition of information presented.
	2. Translation:	Activities calling for paraphrasing or expressing information in a different symbolic form.
	3. Interpretation:	Activities calling for recognition of relationships and seeing implications of information.
<b>HIGHER THOUGHT PROCESSES</b>	4. Application:	Activities calling for selection of appropriate method and performance of operations required by problem situations.
	5. Analysis:	Activities calling for recognition of the structure of material, including the conditions that affect the way it fits together.
	6. Synthesis:	Activities calling for the generation of new ideas and solutions.
	7. Evaluation:	Activities calling for development and application of a set of standards for judging worth.
<b>CLASSROOM FOCUS</b>	8. Discussions:	Student opportunity for and involvement in class discussion.
	9. Test/Grade Stress:	High pressure to produce teacher-selected answers for a grade.
	10. Lecture:	Teacher role is information-giver with a passive, listening role for students.
<b>CLASSROOM CLIMATE</b>	11. Enthusiasm:	Student excitement and involvement in class activities.
	12. Independence:	Tolerance for an encouragement of student initiative.
	13. Divergence:	Tolerance for and encouragement of many solutions to problems.
	14. Humor:	Allowance for joking and laughter in the classroom.
	15. Ideas Valued:	Ideas are seen as more important than grades.
	16. Ideas Enjoyed:	Subject matter is seen as interesting and enjoyable.
<b>STUDENT OPINIONS</b>	17. Teacher Talk:	Proportion of class time consumed by teacher talk.
	18. Homework:	Weekly amount of outside preparation for class.
<b>STUDENT OPINIONS</b>	19. Qualities:	Students' view of the best things about the class.
	20. Deficiencies:	Students' view of things that need changing about the class.

\* Steele, 1969

Figure 10  
 Sample Computer Printout of Class  
 Activities Questionnaire Summary

TYPE: SEYMOUR JR. HIGH      TEACHER:      SUBJECT: SCIENCE      PERIOD: 0    GRADE: L

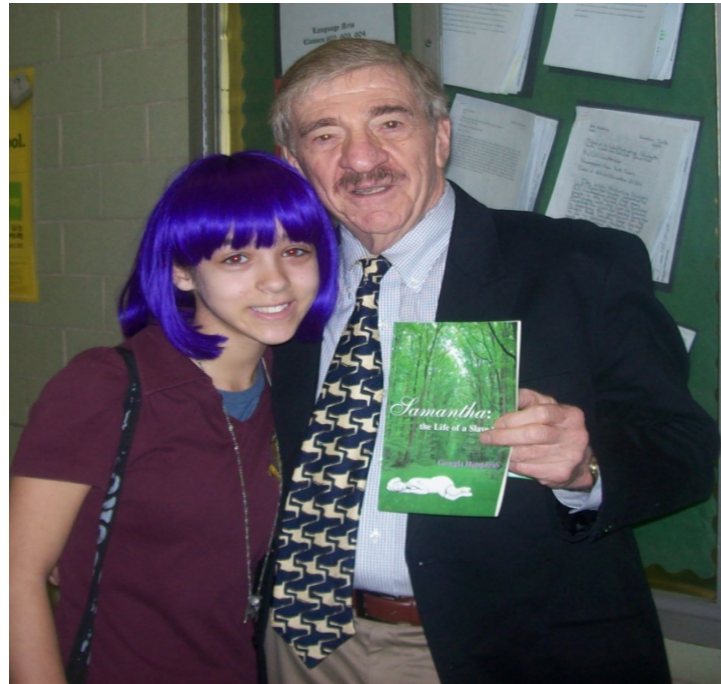
CAQ: TEACHER'S INTENDED EMPHASIS, PREDICTED RESPONSE, AND SUMMARY OF STUDENT RESPONSES PA


LEVELS OF THINKING		TEACHER'S INTENDED (I) AND PREDICTED (P) EMPHASIS COMPARED TO ACTUAL (A) EMPHASIS SEEN BY STUDENTS				
		INCONSISTENT	NONE	SOME	MUCH	
LOWER LEVEL THOUGHT PROCESSES	MEMORY	1	A	I	P	
	TRANSLATION	2	A	I	P	
	INTERPRETATION	3		A	P	I
HIGHER LEVEL THOUGHT PROCESSES	APPLICATION	4		A	P	I
	ANALYSIS	5		A	I	
	SYNTHESIS	6				A I P
	EVALUATION	7	A		P	I
CLASSROOM CONDITIONS						
DISCUSSION OPPORTUNITY	8			A	I	P
TEST/GRADE STRESS	9			A	I	P
LECTURE	10			A	I	P
ENTHUSIASM	11					A I P
INDEPENDENCE	12					A I P
DIVERGENCE	13					A I P
HUMOR	14					A I P
IDEAS VALUED OVER GRADES	15			A		I P
ENJOYMENT OF IDEAS	16					A I P
STUDENT-ESTIMATE    TEACHER-ESTIMATE    TEACHER-IDEAL						
PERCENTAGE OF TEACHER TALK	17	25		25		25
AVERAGE PREPARATION TIME PER WEEK						
AVERAGE PREPARATION TIME PER WEEK	18	0 HR		0.5HR		1.5HR

A = Actual [Students]  
 P = Perceived [Teachers]  
 I = Intended [Teachers]

Note: This is a **post** Assessment in a Formative evaluation design

Last Super Hint To evaluate your success: Do what I do!  
**Use The Eyes Test...**





Here Lies  
Joseph S. Renzulli  
—————  
He Got A Hell  
Of A Lot of Mileage  
Out of...  
Organized  
Common Sense



**Thank You Dear Friends and I Wish You...**



總幸福

*Happiness Always*

## MY PROFILE:

Printable Copy

Doug is a fifth grade student who has special interests and abilities in school. He described his grades as above average in math, above average in science, average in reading, and average in social studies. He seems to have several areas of interest. His **primary interest appears to be in athletics**. He seems to like physical activity and may be interested in learning about sports, nutrition, physical therapy, or sports medicine.

Doug's **second area of interest appears to be in video/photography**, as he seems to enjoy photography, making a movie, or creating a video.

Doug's **third area of interest appears to be in social action**, as he seems to show a concern for legal, moral or philosophical issues such as human rights, poverty, animal rights, and environmental issues. He may want to change a law or take action to try to make the world a better place.

Doug also has specific preferred instructional styles. Learning or instructional styles are the ways students like to learn and the strategies parents and teachers use to help them learn. Doug has very clearly defined learning preferences. His **preferred instructional style is through independent study** in a topic of choice. Although he does like working independently, Doug may be interested in sharing some responsibilities for this project with a small group of other interested students. It may be necessary for his teachers or other adults to help him with this independent work, as the final work may result in an advanced product, such as an experiment, a video, a service, a technology product such as a powerpoint, or an oral presentation. His **second choice of learning style is lecture**, as he likes to listen to interesting information presented to large or small groups of students by his teacher or another adult. Doug **also enjoys learning games** that enable him to learn content by playing games or participating in activities with cards, board games, or even electronic games. These activities can be completed individually, in small groups of students, or in a whole class of students.

Doug also has a preferred product style. That is, he has certain kinds of products that he likes to complete. His **first product choice is audio-visual/display**. He enjoys organizing attractive arrangements of objects, and/or likes to work on displaying information on boards or posters. He also may enjoy organizing materials and designing diagrams to visually display information. His **second choice of product style is oral**, as he enjoys speaking and discussing things. He may also like debates or speeches, or talking about things in his class. Doug's **third choice of product style is service**, as he likes to provide assistance to individuals or groups in his community. Doug may also want to lead a group of students to do something that provides help to others in need.



Top 3  
Interest  
Areas



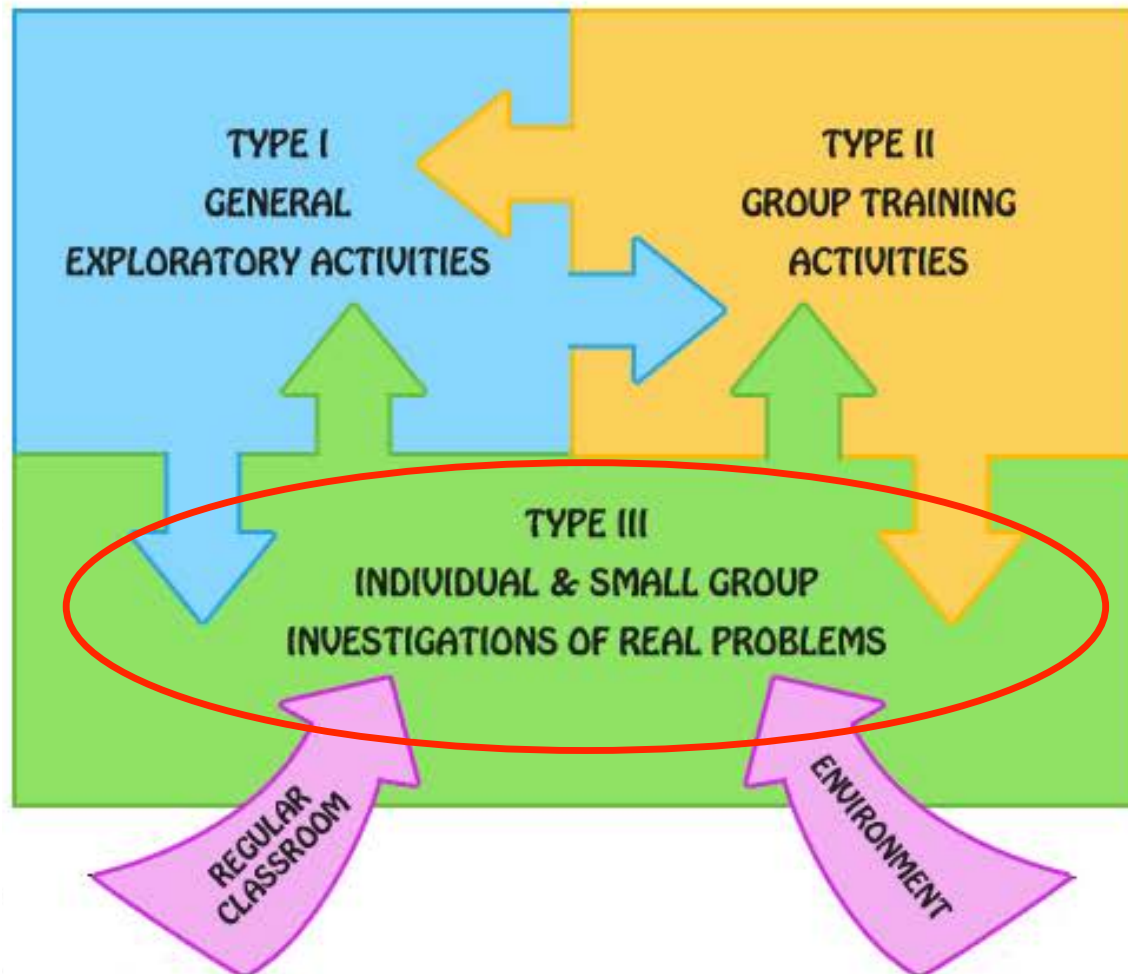
Top 3  
Learning  
Styles



Top 3  
Expression  
Styles

# Motivating Real-world Impacts

## The Enrichment Triad Model



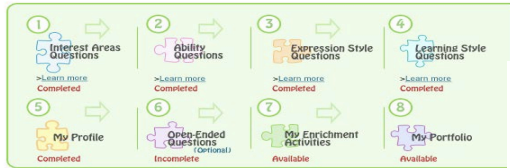
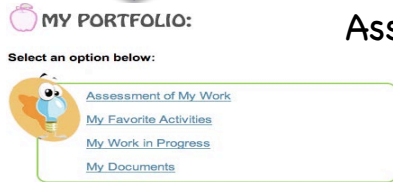
# Rosetta Stone

- **16 language choices:** Arabic, Chinese, Dutch, Farsi, French, German, Greek, Hebrew, Hindi, Irish, Italian, Japanese, Korean, Latin, Polish, Portuguese, Russian, Spanish (Spain), Spanish (Latin American), Swedish, Tagalog, Turkish, and Vietnamese
- Rosetta Stone uses rich visual imagery to help students learn and think in a new language.
- Rosetta Stone systemically builds nouns and verbs into complete sentences and dialogue. The program helps students build everyday proficiency in each of the four key language skills:
  - Listening comprehension
  - Speaking
  - Reading
  - Writing

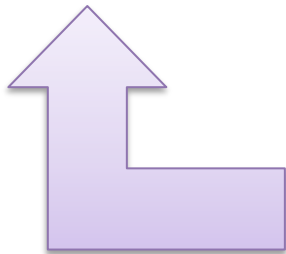




### Individualized Strength Assessment



### Total Talent Portfolio

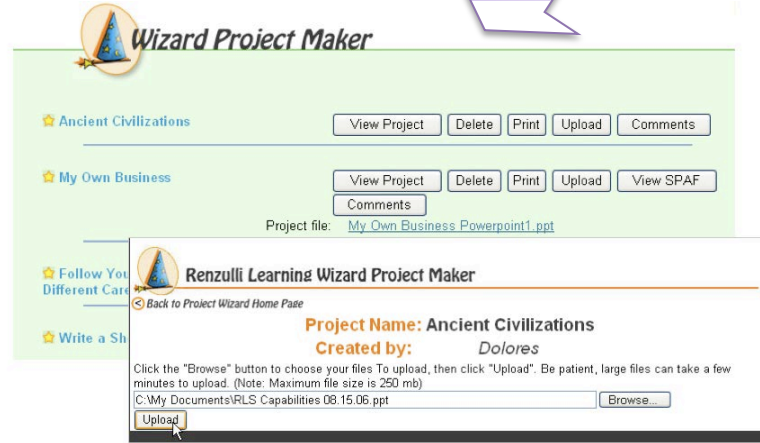


All Activity Placed In Electronic Portfolio

Figure 1. Renzulli Learning System System Overview At-A-Glance



Search Engine Matches Multiply Categorized Resources From 50k Item Data Bases With Individual Student Profiles



Application of Resources to Class Work And Projects

- Reproducible Activities
- Teacher Monitoring Tools
- Lesson Plans & Learning Maps
- Grouping by Interest Areas, etc.
- Built in Personal Success Plan
- Teacher Favorites Portfolio
- Curricular Related “Push-Ins”
- Built-In Assessment Tools
- Parent Review Access
- 24/7/365 Usage
- Staff Development Tutorials
- Built in Accountability and Staff Development for Teachers

## **Problem Finding and Focusing**

### **The Main Features of Problem Finding and Focusing In Investigative Learning**

**Students Engage in Exploratory Rather than "Right Answer" Oriented Questions**

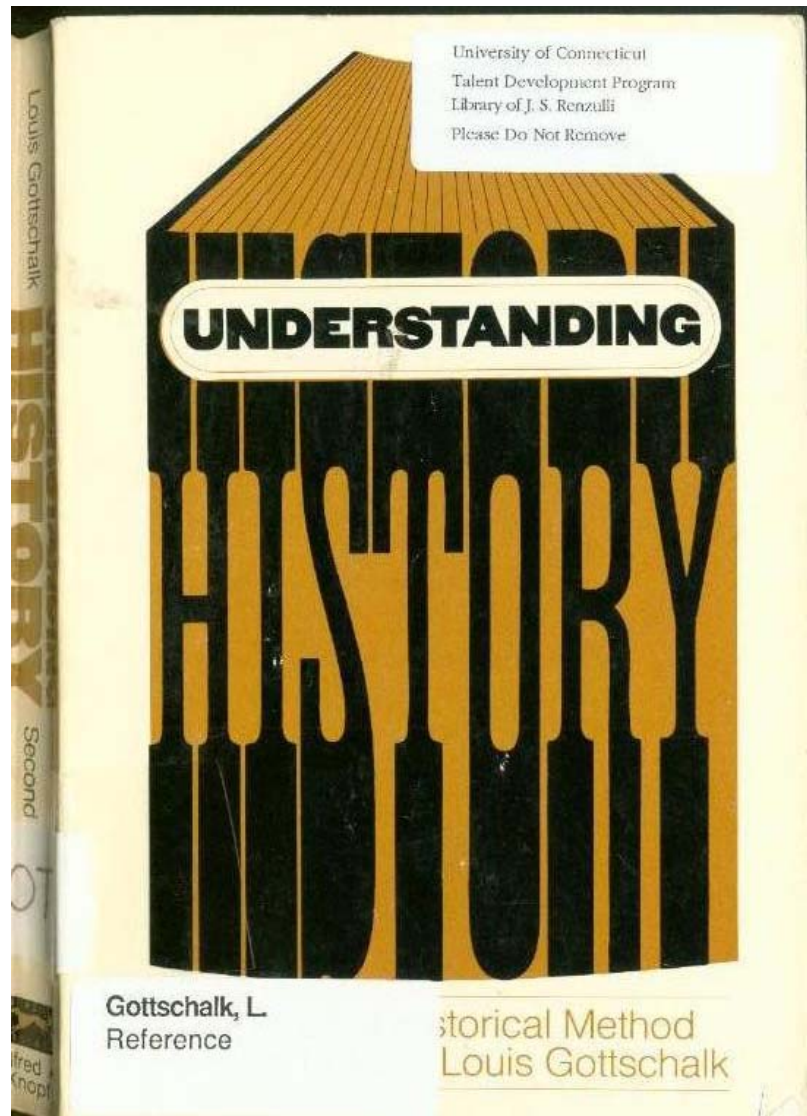
**Students Give Priority To Finding Evidence When Discussing Questions**

**Students Formulate Explanations From Evidence**

**Students Connect Explanations to Pre-existing Knowledge**

**Students Communicate and Justify Their Explanations**

How-To Books  
For Teaching All  
Types Of First-Hand  
Investigative Skills



## CHOOSING A SUBJECT AND FINDING INFORMATION UPON IT

The beginner, with or without aid, can easily discover a subject that interests him or her and that will be worthy of investigation—at least at an introductory level. They need only to ask four sets of questions:

1. The first set of questions is **geographical**. They center around the interrogative: “Where?” What area of the world do I wish to investigate? The Far East? Brazil? My country? My city? My neighborhood?
2. The second set of questions is **biographical**. They center around the interrogative: “Who?” What persons am I interested in? The Chinese? The Greeks? My ancestors? My neighbors? A famous individual?
3. The third set of questions is **chronological**. They center around the interrogative: “When?” What period of the past do I wish to study? From the beginnings till now? The fifth century B. C.? The Middle Ages? The 1780’s? Last year?
4. The fourth set of questions is **functional or occupational**. They center around the interrogative: “What?” What spheres of human interest concern me most? What kinds of human activity? Economics? Literature? Athletics? Sex? Politics?

Gottschalk, Louis. (1969). *Understanding History: A Primer of Historical Method*. New York: Alfred A. Knopf.



## Three Favorite Quotes

**Nothing happens unless first a dream.**

**Carl Sandberg**

**In history, nothing happens by accident.  
If it happened, you can bet someone planned  
it.**

**Franklin Delano Roosevelt**



**Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be able to discover with accuracy the peculiar bent of the genius of each.**

**Plato**